

A SOCIALLY RESPONSIVE CURRICULUM: AN ALTERNATIVE FOR ELT IN  
“POPULAR EDUCATION”

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UNIVERSIDAD LIBRE DE COLOMBIA

MASTER’S PROGRAM WITH EMPHASIS IN DIDACTICS OF

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## **Abstract**

### **A Socially Responsive Curriculum: An Alternative for ELT in “Popular Education”**

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This study reported on qualitative research that focused on the presentation of the current situation at the school de Cultura Popular with regards to the English Curriculum designed and implemented into the school specifically in 11<sup>th</sup> grade. This paper also contains a revision of the different social and institutional conditions that may have an impact on English language teaching (ELT) at the school. It was carried out with 36 students of fifth cycle at I.E.D de Cultura Popular, in Bogotá. The main aim of this study was to re-design the English curriculum for 11<sup>th</sup> grade, considering students’ social context and learning interests for ELT by incorporating in its design the prompts of Popular Education, to give to the curriculum a social vision as a new alternative for ELT at the school. The instruments used for collecting data were teacher’s journal, students’ journal; represented in the elaboration of a “book” in English; and some documentary evidence as P.E.I and the socio-economical study of the students to identify in a more realistic way their current social and cultural context. The results of the study showed that the implementation of activities under the orientation of Popular Education, students develop a critical position about their social and educational reality that permits them to establish their own objectives in a long and short term.

**Key words:** Social Curriculum, Popular Education, Critical Pedagogy.



## A socially Responsive Curriculum: An Alternative for ELT in Popular Education

By: Orley Cruz Arcila.

## INTRODUCTION

It is worth wondering about the value of education in our society, the function that school has as a generator of social and thinking change, questioning about the teachers' role as a fundamental axis in the process of youngsters' transformation, with a perspective of hope in a near future. The fact of seeing the school from a researcher's perspective allows me to come closer to that reality and characterize a community and some young students that are full of dreams and hopes. Unfortunately, those expectations are sometimes far away from the intentions of education and schools. Those are some of the reasons triggering my interest in initiating this journey as a researcher and trying to help students at the school de Cultura Popular awake their vision as agents of social change. In so doing, I also attempt to make them aware of their social possibilities through a more conscious analysis of the reality they are involved in. In this context, this study aims to present the current situation at the I.E.D de Cultura Popular with regards to the English Curriculum designed and implemented in the school specifically in 11<sup>th</sup> grade. In a similar vein, this paper contains a revision of the different social and institutional conditions that may have an impact on English language teaching (ELT) at the school.

First of all, it is necessary to say that the institution has reached low scores in English in "Pruebas Saber 11"<sup>1</sup> over the last 5 years. Most of the eleventh graders in the institution have obtained results that locate them in A1 and A2 levels; on average, a total of 50 points in a scale of 100 maximum. The description of students in those levels according to the CEFR (see appendix A), have been taken into account by teachers in charge of organizing the

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<sup>1</sup> Pruebas saber 11 are the national examinations that all students in Colombia have to take when they are in 11<sup>th</sup> grade. One of the components of this examination is English, which is designed in accordance to the guidelines of the Common European Framework of Reference (CEFR).

English Curriculum at the school de Cultura Popular in order to foster English language.

Teachers have used those standards and guidelines issued by the Ministry of Education in 2004 as a referent to the construction of the English Curriculum by identifying the elements on language needs by students in 11<sup>th</sup> grade according to the CEFR. For example for a B1 level, which is the target for high school leavers, users of English should be able to express ideas about their experiences, hopes, wishes, opinions and plans for the future among others descriptors. In the school, very few students have been able to reach this goal.

However, it is important to acknowledge that different and new strategies to reinforce English in Colombia have been adapted such as teachers' training, and the design of some pedagogical resources. Despite these strategies, students' results shown by the students determine that those efforts have not been effective enough according to a study of Banco de la República (2013). This study shows that only six percent of the students on secondary programs have reached a B1 level. One of the factors that may have triggered low outcomes in the school de Cultura Popular, and its tendency to have students classified in A1 levels during the last years is the fact that the English Curriculum at the school has just followed the directions of the CEFR. In the English Curriculum, students' social, cultural needs and their reasons to study English have not been incorporated as important elements. As discussed later, this is a situation I tackled in this study.

In 2004, the Colombian Ministry of Education (MEN) started a National Program of Bilingualism (NPB), aimed at offering all school pupils the possibility of reaching a B1 level of proficiency in English at the end of their high school. One of the strategies implemented since then by the Ministry of Education was English teachers' training to certify them in international levels having as reference the CEFR.

The objective of NPB has been to have citizens capable of communicating in English, in order to be able to insert the country within processes of universal communication, within the global economy and cultural openness, through internationally comparable standards (Parra, Jiménez & Vásquez, 2012, p.365).

So, it is necessary to analyse all those conditions presented beforehand at the school de Cultura Popular and re-orientate the curriculum to create new conditions to students to see English as a tool that can be used effectively in their daily activities. It is important to add that English's teachers at school Cultura Popular are now certified internationally in a C1 level, that situation represents an advance in the process of changing the current situation at the school de Cultura Popular, it would be important to highlight the community's voice into the design of a new curriculum with an effect into the English Curriculum to have a more realistic use of English among students and their concrete social environment. Teachers' preparation is a first very important step to start generating different conditions to students into the school, as making them part in the elaboration of English Curriculum. So, English turns into a useful subject that can be used in social contexts as a tool to mediate in the generation of new expectations among students at the school de Cultura Popular specifically.

Contrary to the aims proposed by the NPB, two main consequences have arisen: One of them is that undergraduate students enrolled in a professional program at any Colombian University are not well prepared to face the different programs' requirements, the ICFES classification in the "Pruebas Saber", according to a report presented by the Ministry of Education in 2010, says that the 42% of the new students in an undergraduate program are in middle levels in all the areas evaluated. Since then, the government is making efforts to constitute the country as "La más educada" as the base of the Plan Nacional de Desarrollo

2014-2018. By the year 2013 according to the Ministry of Education (2014), the 27% of students that presented the “Pruebas Saber 11” show results that locate them in low or inferior levels. It shows a process of improvement in the educational system compared to later years.

A second repercussion is that eleventh graders at school do not take advantage of different opportunities presented as the application to any scholarship to study abroad as well, it is the situation presented in the school de Cultura Popular, ten grants were offered by different universities to the institution, the Externado University and Rosario University, to mention some of them, but only two students were accepted due to not fulfilling the required English level, it was the most important requirement to enter to a professional program at any of those Universities in the year 2015.

Another reason to those aftermaths have been pointed out by some experts such as Usma-Wilches (2009) who has judged the increasing tendency towards the standardization of language teaching and learning in Colombia based on the introduction of foreign models as a move in the direction of “uniformity through stringent normalization and control” (p.135). He sees the implementation of models such as the CEFR as evidence that international organisations are driving the definition of local standards within the context of language and education reform in Colombia, at the expense of local expertise, generating as a result “inequality, exclusion and stratification” (Usma-Wilches, 2009, p. 10).

As an important opinion to have in mind to develop the present research is the one established by Cardenas (2006) who postulates that the reality established in the CEFR would have to be contrasted with the conditions of Colombian educational institutions, namely infrastructure and curriculum organization among others. To Cardenas, in order to work effectively, the CEFR would need to be modified to adjust the particularities of the

Colombian context. In this type of situation, the expectations that all school graduated will reach a B1 level are seen as unrealistic.

Having in mind those premises, it is necessary to analyse the particularities of specific environments where English is implemented. I consider that it is very important to involve the educative community as an active participant in modelling the curriculum and determining the aspects that may have a concrete effect on the design of the ELT curriculum, this is the researcher's concern in the implementation of this study at the school de Cultura Popular.

After analysing the Curriculum and its effects on the English Curriculum established in the school de Cultura Popular, it is found that the voice of all the participants in its design is absent, there are no elements that could determine the social importance of English, the context and community's interest, nor the relation of English with their daily lives.

In light of this situation, the **PROBLEM** presented in the school de Cultura Popular is the need and importance of re-designing the ELT Curriculum incorporating into it the students' voice related to their social, economic and cultural needs, their interests in belonging to an educational environment in an attempt to empower them to take advantage of opportunities of change and improvement they have at hand (for instance, enter undergraduate programs in national or international universities).

To make an analysis of some theorists about the elements to consider in the elaboration of curriculum in **THE BACKGROUND** are presented different studies developed nationally and internationally mainly, where researchers include into their investigations the social, cultural and students' contexts into the design of curricula. The first research was held at the University of Cauca called, Aristizábal, Castro, Calvache, Fernández, Mejía, Lozada, and Zúñiga (2004) established the relation between curriculum and pedagogy;

the different paradigms that have influenced the educational context in Colombia to say: the German paradigm, the French Paradigm, the Anglo-Saxon paradigm and the Latin-American one. These authors explained through the research how those paradigms and the social changes have influenced the construction of the concepts of curriculum and pedagogy and their relations.

The second one is a study developed by Janssen (2012), where he is concerned with the organization of a task-based syllabus by implementing writing tasks. In that research, the author establishes the kind of writing tasks and the content to be presented to the students in different programs at Los Andes University in Colombia. Particularly, the researcher presents the importance of language programs in a world that is permanently globalized and interconnected, the way how language programs offer more opportunities to communicate and in the development of intercultural competencies.

A third research was developed in Perú, and it accounts on the need of including in the curriculum of the international high school program in Perú social aspects, the main topic of it was to find the connection among the “postmodern paradigm” and the international high school program. La Torre (2009) established as the investigation problem the characteristics of the high school program in relation to the postmodern paradigm, the role of the education in modern times where there is a constant process of change in different aspect as the social, cultural, ideological and political among others, and how the education is a basic element to facilitate the inclusion of individuals in that process of change.

Another investigation was carried out by Santos (2001) at Facultad de Comunicación y Lenguaje. Bogotá D.C.: Pontificia Universidad Javeriana. Its main objective has to do with the construction of a curricular proposal which orientates the teaching of foreign languages in

the context of Universidad Javeriana in Bogotá. It also intends to coordinate in a logical way the local, international and social contexts with the established language programs offered by the University. The theoretical framework is designed considering the following aspects:

- The concept of curriculum and emancipatory curriculum under the premises established by Shirley Grundy (1987).
- Habermas (1972). Human interests.
- Critical Pedagogy by Paulo Freire (1970).

The methodology section of the research mentioned above is under the orientation of Action Research, articulated with the permanent dialogue, discussion and negotiation between the different actors that are members of the language department. The research shows as a main result a curricular proposal based on emancipatory ideas. According to the author the construction of a curricular frame involves a series of adaptations and changes in the language department mainly. Those changes are related to the mandatory policies without forbidding the concepts of autonomy and the sense of pedagogy in the university.

The research mentioned before contributes to the elaboration of the theory of a curricular frame under a critical orientation in a context of language teaching with the need of a permanent revision of pedagogical procedures into the institutions.

Within the same line, Rincón (2007) conducted another study aimed at determining the main characteristics of critical curriculums implemented at the Javeriana University and its differences with other kind of curricula in the university. The theoretical framework is oriented to present a revision of the premises of the different examples of curriculum, critical, technical and practical, the author also presents the thoughts of Habermas and Freire as referents in the elaboration of a curriculum with a critical orientation.



Finally, Agray (2012) developed a research study where she presents the different points of view the curriculum has been viewed at Universidad Javeriana Bogotá. The first one from an abstract rational perspective, and the second one based on cultural construction. The research is oriented to explaining the curriculum as a cultural construction considering relevant aspects as Habermas's cognitive interests theory, the critical theory of education and the pedagogy of the oppressed by Paulo Freire that are gathered by Shirley Grundy and her ideas of emancipation. The investigation also analyses the contributions by action research and negotiation as facilitators of critical and participatory curriculum construction.

The different research studies presented above are relevant to the present investigation due to the fact that all of them show a connection between education and the context where it is performed, and the importance of considering social changes, autonomy and critical thinking into the educational contexts along with the curriculum. These elements are also taken up in this study.

The **RATIONALE** of this research is given by the fact that the efforts done by governmental entities as the Ministry of Education, to advance in the process of a territory where English can be used by its inhabitants, have been ineffective since statistics show that although students have the choice to access to any undergraduate program or obtain a scholarship, they have not achieved the needed requirements in using English to enter to a professional career. For example, one of the conditions to study abroad is referred to the domain of another language as English and students do not show appropriate levels, so they do not have success in obtaining a scholarship or enrolling a University where English is an important element in its curriculum.

As a principal reason of that situation in the context of the school de Cultura Popular, is that neither the general curriculum nor the English Curriculum are designed to satisfy students' social or educational needs, expectations and likes. In addition, the curriculum does not seem to make connections between ELT and students' social reality, to make them aware of the possibilities they have in our country to continue their professional studies or take advantage of other opportunities to develop their capabilities English is viewed as another subject in the school with little relevance in their lives (see annex B). It refers to the use of English as an instrument that responds to technical issues, those that may guide students in the process of obtaining the English levels according to the Common European Framework of Reference for Languages: learning, teaching, assessment but without any relation to students and community's real social needs and conditions at the school de Cultura Popular, the English Curriculum is based only in grammatical structures overlooking students' interests and expectations. Thus, an idea underlying this study is that better results may be obtained by taking account of students' social and educational expectations in their specific social context as important elements of the curriculum.

Having in mind those conditions mentioned above, this research intends to approach students' needs at the school de Cultura Popular in an attempt to make them aware of opportunities for their professional growth and social importance. To establish possible and effective strategies to create an English curriculum at the school that responds to our students' expectations by incorporating into it the students' voices related to their social, economical, cultural needs and interests.

This research has as **OBJECT OF STUDY** the English Curriculum. The curriculum has been seen from different perspectives such as the link between theory and practice

(Stenhouse, 1997); the integrality among the explicit and what is hidden (Torres, 1998); as a process and historic construction (Kemmins, 1998); as an integrated system mediated by pedagogical approaches, didactic strategies and a system of evaluation (Posner, 1998) or from the cognitive interests as a social construction (Grundy, 1998). This research in particular follows the tenets proposed by Grundy. To this author, the curriculum is the engine that moves all the circumstances at schools. It gives the orientations in matters of “teaching” to teachers. Nevertheless, it is oftentimes not designed having in mind the real and current needs of students, parents, teachers and all those who are involved in the process of education. In this context, it is worth noting that this research is limited by the idea of giving to the curriculum and ideal position.

The **FIELD OF ACTION** is determined by the English Curriculum Design with a social sense in Popular Education for eleventh grade at the school de Cultura Popular with a different perspective, the one where students’ interests, needs and likes are presented. In this sense, the objectives of this research are presented in connection to the items signaled above, the problem, research question, object of study and field of action.

**THE GENERAL OBJECTIVE** is to re-design the English Curriculum for 11<sup>th</sup> grade, considering students’ social context and learning interests for ELT. To accomplish that aim there are three **SPECIFIC OBJECTIVES** that will guide the researcher.

1. To constitute the fundamental concepts to understand the different conceptions that curriculum has and the implications of Popular Education in the school.
2. To unveil students’ perceptions on social, economic and cultural needs and interests to give them a position into the curriculum.

3. To implement an English Curriculum with a social content that may offer new possibilities of education to 11<sup>th</sup> grade at the school de Cultura Popular.

The theoretical framework is elaborated to understand the different conceptions the notion of curriculum has had through history and the importance of Popular Education in the school. There is the presentation of different relevant meanings of curriculum. The theoretical framework also discusses the factors that influence teachers at the moment of implementing innovations into the curriculum, a curriculum model design, the definitions of education, some conceptions about Popular Education that have appeared through time, their relevance in Colombia education and how those ideas have had an impact on education in Latin America, and finally some prompts about critical pedagogy and its importance to the design of a curriculum with a social direction.

First, the curriculum and its definitions given by different authors which include: Parra (2008), Kearney and Cook (1989), Stenhouse (1965), Tyler (1949), the UNESCO (1968) and Grundy (1987).

Second, the presentation of curriculum with a social sense based on the ideas of: Paulo Freire (1970) and Totten (1992).

Third, the curriculum design taking into account some authors as: Stenhouse (2003) and Parra (2000). After that, there is the introduction of factors influencing teachers' implementations of ELT curriculum, some authors that refer to the topic are Orafi (2013), Fullan (2001), Spinalle (2002) and Tillema (1994) mainly. Next, this document refers to an ELT curriculum model following Finney (2002), Roger (1983), Freire (1972), Carr and Kemmins (1986), Habermas (1986) and Grundy's (1998) ideas about an emancipatory curriculum. Then, there are different definitions of education by Varela (1994), Tejada (2000)

and Sarmiento (1997). Next, the introduction of popular education having as main referent to Holliday (2012), its history and the way it has spread in all Latin America and its influence in Colombia particularly. Lately, this section of theoretical framework introduces critical pedagogy to show its importance for a kind of research like this, some authors are mentioned as Grahari (2009), Freire (1972), Grant-Hurd (2010), Burbules & Berk (1999), Bercaw & Stooksberry (2004) Breunig (2005) and Nixon & Ponder (2001)

And finally, there is the outline of some ideas that contribute to form curriculum based on social content, some orientations of a curriculum with the idea of including social, economic and cultural factors among others that may affect and orientate the educational process into the school. Having in mind the different conceptions of curriculum, popular education and the objectives for this study, the researcher starts considering the elements that involve this kind of research and the steps to accomplish the goals proposed.

The **METHODOLOGY** section of the research deals with the methodological framework that guides the development of the proposal. The present research is qualitative within the same qualitative paradigm such as action research. Some authors highlight the research purpose and focus. For instance, Merriam (2009, p.13) argues that qualitative researchers are interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world. Still other definitions focus on the process and context of data collection. On this point, Denzin & Lincoln (2005, p.3), maintain that qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that makes the world visible. Those practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and

memos to the self At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

To accomplish the aims of this investigation, the researcher follows the principles of action research as critical praxis. According to Grundy (1987, cited by Cohen, Manion & Morrison, 2007), emancipatory action research has an explicit agenda which is as political as it is educational. To Grundy (1987) emancipatory action research looks for developing in participants their understandings of illegitimate structural and interpersonal constraints that are preventing the exercise of their autonomy and freedom. Those constraints, she argues, are based on illegitimate repression, domination and control. When participants develop a consciousness of these constraints, she suggests, “they begin to move from unfreedom and constraint to freedom, autonomy and social justice” (p.231).

The procedures for this emancipatory research is defined by the four main stages proposed by Zuber and Skerit (1996, as cited by Cohen, Manion & Morrison, 2007, p.232), that are the planning, acting, observing and reflecting.

The participants in this research are one group of 36 students in 11<sup>th</sup> grade at school de Cultura Popular, the instruments used to collect data are: teacher journal, and students’ journals. The steps to follow into the process are: collect data; organize data, systematization and analysis considering the next categories: Motivation, participation, creativity, social awareness and autonomy.

**Research Question**

What characteristics may the design of a socially responsive English Curriculum for 11<sup>th</sup> grade at the School de Cultura Popular have?

## **CHAPTER 1**

### **1.1.Theoretical Framework**

In recent times, teachers have been advocated to introduce innovations to the curriculum following policies established by the entities, such as the Ministry of Education, responsible for organizing and setting up the way education should work. Into the schools, teachers have also been in a permanent reflection about the different new social and political changes that the world brings. Those renovations are also an important element in the construction of a reality in the schools' context that guides teachers to create environments associated to the new social, cultural and political structures that appears constantly.

As it was referred previously, in Colombia different models of teaching and guidance in order to improve English levels have been adopted, as it has been the case of the Common European Framework for Languages Learning Teaching Assessment which has been used as a referent to schools in the frame of the National Plan of Bilingualism (2004). In my case, as an English teacher in the school de Cultura Popular, with the arrival of that proposal my vision of curriculum and English curriculum changed. It was necessary to adjust the methodologies and procedures, according to those international referents for English teaching. After 5 years of introducing new teaching procedures following those international standards at the school, it seems that all those new changes have been a failure since our English' students have not reached the levels proposed in it.

As an innovative idea, in 2010 in the school de Cultura Popular, students were grouped according to their English level after which is determined by a placement test designed in light of the parameters of the CEFR. In 2010, the school had seven groups classified in A1 (4), A2 (3) levels. In these circumstances, it was necessary to establish



appropriate methodologies to those levels and start generating the conditions to improve students' English and reach the B1 level as it was proposed by the Ministry of Education in 2004 when they issued the Basic Standards of Competences in foreign languages: English. Unfortunately, that new strategy at the school lasted just a year due to different factors such as the general school organization. It was difficult to maintain the same groups could hardly be maintained to match other teachers' expectations and subjects (i.e., chemistry, math, etc.) I can say that, there is a mismatch between the policies and the real conditions schools have. The implementation of policies in education and curriculum innovations depend on different variables that may give direction in the process of English improvement into the school and in the Colombian territory.

In order to tackle that current situation at the school de Cultura Popular with regards to the design of the English Curriculum for 11<sup>th</sup> grade, different authors have been consulted to collect information about conceptions of curriculum and the influence of social issues into the English Curriculum design with a social sense; as is the case of Parra (2008), Burton (1998), Jhonson (1967), Kearney & Cook (1969), Stenhouse (1965), Grundy (1987), Totten (1992) and Freire (1970) among others.

So, the theoretical framework of the present research deals with different factors that form the principles in the transformation of the curriculum at the school de Cultura Popular. To mention some of those circumstances I have: the nature of the innovation, the role of teachers' beliefs, teachers' training and development, the examination system and the context, referencing some authors as Orafi (2013), Fullan (2001), Tilemma (1994), Malderez & Wedell (2007) and Coleman (1996) among others.

On the one hand, there is the presentation of relevant conceptions that have appeared through time about curriculum, and how those ideas have helped to change the way schools conduct their specific orientations.

Following this initial discussion, throughout the theoretical framework, first of all I outline some beliefs that contribute to developing a curriculum based on social content, namely the critical and social approach of the curriculum. Second, there is the presentation of the design of a curriculum. Third, factors influencing teachers' implementation of ELT curriculum innovations. Then there is the presentation of a model of an ELT curriculum with some orientations to construct it, with the idea of including the factors that may affect and orientate the educational process into the schools.

After that, there is the presentation of some meanings of education to continue the discussion with the relevance of Popular Education to this investigation, the introduction of relevant aspects of Popular Education in Latin America, its political dimension, the Popular Education in Colombia by giving an approach to the history of it in our country.

And finally, there is the presentation of the theory of critical pedagogy originated from the challenges of Popular Education. I shall refer to its background, its importance in the creation of emancipatory education, the implications of that new form of education and the new roles that teachers and learners assume under the premises of Popular Education in general.

### **1.1.1. The Curriculum**

There is a well-known relation between curriculum, society and education. Some authors as Parra (2008) argues, "the curriculum appears to be both an implicit and literal meaning holder, those meanings help humans to discover new senses within the relation of

society and education” (p. 43). Burton (1998, p. 4) states that the explicit curriculum has been precisely devised, pilot tested by teachers and students, and then issued. An implicit curriculum is one that is crafted within the thinking processes of individual teachers but not written down or published, and therefore not able to be modelled by others.

Throughout history many theorists have given definitions of curriculum according to different factors that society could live in a certain time or according to the conceptual tendency someone may have. Some definitions according to different authors are presented to guide a little more about the importance of identifying the elements that may contribute to this research to construct an ideal curriculum into a particular school’s environment as de Cultura Popular Institution.

Johnson (1967) refers to curriculum as “a structured series of results that are found in the learning” (p.130). In contrast, Kearney and Cook (1969) refer to curriculum as all the experiences a student may have into the school context. Those definitions make certain the evidence that the unification of concepts is a hard stage to follow in order to know the real content and direction to have into schools with a structured plan. In the case of Stenhouse (1965), he criticises many of those conceptions of curriculum and gives his own point of view saying that curriculum is “a try to communicate the essential principles of an educational proposal, in a way that is open to be investigated and can be taken into practice” (p.5).

According to my experience in my role as an English teacher in the School de Cultura Popular during the last 6 years, one of my duties is to design the English Curriculum following the interests of the institution and the Ministry of Education. As a result, I have traditionally been concerned mainly with enhancing English learning at the school in order to try to reach the levels adopted in Colombia (i.e., levels B1 and B2 for students in tenth and

eleventh grade). That task is conducted by establishing some objectives and a list of grammar content, general topics and the inclusion of some books references to be followed (see appendix B). Thus, in the attempt to comply with the demands of the Ministry of education, the most important factor I considered usually was the transmission of content, that is, to give students information that they decided if it is relevant or not into their lives later.

The idea of curriculum presented by Tyler (1949) as the syllabus organization and the definition given by the UNESCO (1968) that it is all the experiences, activities, resources, methodology and other instruments used by the teachers to fulfill the aims of the education, give orientation to develop this research.

The English curriculum is seen, in a parallel way, as the English syllabus in this research, in order to have a wider vision of it and to direct the attention not only to English as a subject, but also as a pedagogical model where different elements that constituted it such as the activities, resources among others, can be followed by other areas or cycles in the institution further.

However, the syllabus design in the context of the school de Cultura Popular lacks of other elements that the researcher considers as important at the moment of designing a syllabus for English program, namely the inclusion of the students' context, their needs and interests. Those factors are important for identifying the social conditions students have and their role in the society in and out the school. At this point it is necessary to recall Grundy's (1987) thoughts about curriculum. I agree with her idea that thinking about curriculum is reflecting on how a group of individuals behave in a determined situation. To Grundy the curriculum is not a concept but a "cultural construction" (p. 25), it refers to the interaction of human beings with their social environment, their beliefs and values. It is relevant to adapt a

curriculum into the school de Cultura Popular with that sense of social construction to minimize the exclusion of individuals in a society and in a world that are in constant change in an attempt to give to the curriculum a social sense. Colombia is coming up with a series of social transformation, as the “Peace Process” where the school may play a relevant role in the construction of a society where the differences can be minimized by considering the victims of a violent history as main actors of a new perspective of life. So, the curriculum with a social orientation will let to orientate the organization of the education in a direction of acceptability, social responsibility and democracy. In that way the school must be turned into a space of permanent dialogue to identify the needs and hopes of the society in general or of a particular community.

#### **1.1.2. The English Curriculum with a Social Sense**

Totten (1992, p. 392) presented some reasons why educators assume the role of studying topics related to social matters. Next, some of them are recalled to take into account in the development of this research.

1. To raise students' awareness of key issues in their society.
2. To provide students with means to analyze and evaluate problems in the world, including their lives/ communities/ states/nation.
3. To provide the means and abilities for students to examine their lives.
4. To assist students to gain a perspective consciousness.
- 5 To create in students a deep and abiding passion about how they live their lives, about the fate of others, and about the world around them.
6. To enable students to find their voices, to think about their own thinking.

7. As Freire's position (1970); to give students a sense of not being "afraid to confront, to listen, to see the world unveiled" (p. 20).

It is very important to identify the kind of students belonging to the context of the school de Cultura Popular, their priorities, interests; their feelings about current social conditions, expectations, how to lead them into the society with a voice of opinion and make them unafraid of taking the risk to face new social, cultural, and educational possibilities in their lives.

Those premises presented by Totten and Grundy especially, has led the researcher to establish concrete objectives and activities into the new English Curriculum at the school. These objectives are grounded in the students' needs and expectations, their social context and priorities, e.g. the recognition of themselves as real participants in the society, able to transform any social condition that does not contribute to their physical or spiritual welfare.

The new curriculum will be certainly focused on the recognition of them as human beings, their body, their way of thinking and acting in specific situations and activities that show them how they behave and make them aware of the possible changes that can be made.

The English sessions are a space where students have the possibility to make a personal identification of themselves, their emotions and feelings, to make a contrast between how they see themselves currently, and how they believe they are, to make them critical about their contexts and realities.

To conclude, the importance of having a curriculum with a social sense rely on those prompts mentioned above in addition to the tendency of a curriculum with a critical approach that is developed next.

### **1.1.3. A Critical and Social Approach of the Curriculum**

Gomez (1981) & Barriga (1998) cited by Acosta (2011) state that the social context with all the political, economic and structural implications influences the educational environment significantly. Therefore, the curriculum should promote the acquisition of knowledge that has significance and relevance in solving critical and everyday problems. It should promote critical, humanist and social training within the students (p.10). To Elliot (1991), a critical and social approach of the curriculum considers teachers as the only researchers of their own praxis, following the action research as an alternative approach in improving the educational process.

In a critical and social approach of the curriculum teachers and students learn from their own reality. Its construction is facilitated by means of the interaction among teachers and students with the principal aim of transformation. To Acosta (2011, p. 10) the reflection, the theory and the praxis are linked into a dialectic process. A clash among them is generated due to the objective reality they are living and developing. The source for the selection of content is the social reality in which the school is located. According to Freire (1979, p.47), the critical action is the practice that moves between reflection and action, the institutions, the classroom and the curriculum are dynamic. They are constructed having as an important fact the interchange among the different participants. In the same vein, the teaching process consists of a permanent change in making decisions. The critical and social approach of the curriculum help to identify the social and political characteristics that surround the institution, to define the route to follow to accomplish the objectives established by all the members of a particular community.

As a conclusion, the critical and social approach of the curriculum integrates the different members of the community with the idea of transforming the reality of the contexts with an active participation of all the members in the fulfillment of common aims established in the design of a curriculum. As in the case of the school de Cultura Popular, these perspectives contribute in the elaboration of a curriculum where not only the content of a curriculum is necessary but also the inclusion of students and community's interests as relevant elements into the curriculum with the aim of helping in the creation of a society based on the respect, tolerance and social awareness.

As it was mention above, I consider that the school Cultura Popular needs to adopt a social tendency in order to be able to contribute to a better wellbeing of all the members belonging to that educational context by having a permanent thought of their social realities.

#### **1.1.4. Curriculum and Syllabus Design**

Stenhouse (2003, p.14) proposes different designs of curriculum to be the one which transforms action through an effect on teachers. The curriculum may serve as a source of suggestions to teachers, so it is necessary to consider it with a different perspective of elaboration and implementation. To Stenhouse (2003) the curriculum is not just a matter of content, but it has to involve all the circumstances that may affect the school. The implementation of objectives in it; it cannot be just part of the instrumental function of them, Stenhouse (2003) proposed that the “improvement of the curriculum is guided by the improvement of the teachers’ art” (p.16). This is the invitation to teachers to prove new ideas and alternatives in the process of education, and in that process of generating new ideas; teachers have the opportunity to learn their art.



Another important affirmation made by Stenhouse is the idea that innovation in education involves “understanding the curriculum and its development as a process of research” (p. 23), where different elements as the theory, curricular proposals, teachers and educational practice are joined altogether.

From a similar point of view, Parra (2008) considers the importance of giving the curriculum a sense of sign, the sign-curriculum, to the author is that we want to stablish as a sign in front of the community, to promote the understanding of implicit meanings of “the culture, the society, the science, the technology, and the educational processes in themselves” (p. 138), to identify the hopes, the opportunities that people have as an option in life and that concrete through the education. According to Parra (2008), to know and understand those referents it is necessary to consider not only the form but also the way those signs are presented, the articulation between theory and practice, what is evident and implicit, the past and the future, what is here and there, the fate and the daily life. To think deeply on it, develops into the agents of action high levels of consciousness that allow actors to consider educational process beyond the reasoning. It means that all the actors in the process of education have an influence on the curriculum design by thinking of their needs.

Considering the prompts of Stenhouse and Parra mainly, I bear in mind that it is not only important to consider students’ social context and learning interests for ELT as it was proposed in the objective of this research, but as one of my main concern, teachers’ improvement to be those who bring about new ideas. In that direction, teachers have to transform their own praxis by positioning as researchers to promote the perception of the world reality and opportunities, in an attempt to identify those possibilities in regards to a

better understanding of the rapid social changes that involves, economy, technology, political, etc.

So, teachers, students and community are part of the factors that have importance when implementing innovations into the curriculum among others that are described in the next section.

#### **1.1.5. Factors Influencing Teachers' Implementation of ELT Curriculum Innovations**

Following Orafi (2013) there are different factors that are crucial in the implementation process of ELT curriculum innovations, to know:

1. The nature of the innovation: Fullan (2001 as cited by Orafi 2013) refers to its originality, complexity and triability: **The originality** is the inclusion of new practices different from the existing. To the present research its originality is supported by the re-designed of the English Curriculum based on the inclusion of elements related to social and cultural issues that are specific to the community in which the school de Cultura Popular is immersed. Its **complexity**, according to Fullan, means that the complexity creates problems for implementation and those difficulties may result in greater change because more is being attempted. It is also important to establish clarity of how the innovation can be put into practice by other teachers to avoid any kind of refusal into participants. The **triability** deals with the implementation of the innovation in different schools before it is carried out in the original context selected beforehand to test it and experiment with the innovation. That process was not held at

the moment of the innovating project at the school de Cultura Popular in 2010 and the consequence was the rejection of other teachers.

2. The role of teachers' beliefs: To Orafi (2013), educational innovations frequently require teachers to change their behaviors and practices. Spinalle (2002) cited by Orafi states that reform only is possible if teachers make a deep conceptual change, in which teachers rethink an entire system of interacting attitudes, beliefs and practices. In the same vein, Tillema (1994, p.16) states that teachers' beliefs are filters that show new elements to be adapted or not in the teachers' professional knowledge base.
3. Teachers' training and development: Malderez & Wedell (2007 as cited by Orafi, 2013) make emphasis "on the effective teaching of teachers is a key element influencing the extent to which the effective implementation of new education policies and curriculum reforms takes place as intended". I consider important to have prepared teachers into schools to be those who can deal with obstacles that may interfere in the fulfillment of school's aims.
4. The examination system: to Orafi (2009), it is important to define clearly the intentions of the curriculum because there is a mismatch between the curriculum intention and teachers' practices. The curriculum can be designed to improve skills in English, whilst at the same time the exams focus on grammar, vocabulary memorization and ignore speaking, listening and writing (Macfarlane, 2000 as cited by Orafi, 2013). To Fotos (2005, p.18) the examination system is the result of the controlled education system with an inflexible curriculum, prescribed textbooks and the application of exams which determine the admission to higher education. Many teachers' practices are attached to policies that have an incidence in those practices

and it does not allow teachers to look for innovative tendencies. So, it is important to start considering new tendencies into the school practices, not only following policies pre-established by the educational entities, but considering social changes and new ways of living in contemporary times in regards to education.

5. The context: The social and cultural context according to Coleman (1996); Holliday (1994); Tudor (2001) cited by Orafi (2013) involves not only the mere exchange of information between teachers and students, but it also includes a set of conventions that are determined by the social and cultural norms within a particular context (p.17). Tudor (2001) indicates that “the classroom is a socially defined reality and is therefore influenced by the belief systems and behavioral norms of the society of which it is part” (p.17). The context of the school de Cultura Popular and its social norms have to be defined through this research to start establishing its relation to the English curriculum. Nunam & Lamb (2001) say that classroom decision making and the effective management of the learning process cannot be made without reference to the larger context within which instruction takes place. So, The study of social and cultural conditions of students and school will determine the procedures and it will also feed the curriculum’s intentions at school de Cultura Popular .In that way resistance to the innovative ideas will be avoided as Holliday (2001) claims for innovation as to be sensitive to the cultural expectations of the recipients of the innovation, whether they are teachers or students, teachers as encountering new methodologies or students as interested in curriculum projects.

To conclude, it is relevant to have in mind all those factors presented above to help in the implementation of a new English Curriculum in the school de Cultura Popular. All those

conditions at the school have to be analyzed, at the same time other circumstances can also be considered in an attempt to contribute to a curriculum design based on social and cultural issues; to make the educational community aware of the possibilities as educational, economic and cultural development in that social context where they belong. Now it is necessary to find out a curriculum model that fits into the school de Cultura Popular community's social and cultural features.

#### **1.1.6. An ELT Curriculum Model**

Different models of ELT Curriculum have appeared through the last four decades under the premises of improving communicative skills. To Finney (2002), as language is communication, teachers must help students to develop the ability to communicate effectively in different professional and social contexts. (p. 45). According to her, it is not possible to teach a language only within the walls of the school, it is necessary to help students find the way to learn how to learn and to keep on learning. Finney presents a model based on Carl Rogers, which is a curriculum for learner -and- learning-centered, as a model for education that is in permanent change.

From a similar point of view, Rogers (1983 as cited by Finney, 2002) says that the main goal of education is the “facilitation of change and learning” (p.69), that the only man who is educated is the man who has learnt how to learn; the man who has learnt how to adapt and change, that only the process of seeking knowledge gives a basis for security. Changingness, a reliance on process rather than upon static knowledge; is the only thing that makes any sense as a goal for education in modern times. With that vision, I see how teachers' role turns into facilitators now, teacher cannot only be those who just transmit certain knowledge, but those who motivate changes into students and create the necessary

conditions to learn. As a researcher, I want to assume that role and start generating new social, educational and cultural expectations among students at the school de Cultura Popular.

Finney (2002) presents a general vision of ideal applications of 3 major types of curriculum models and their weaknesses, and she also makes her own proposal that may contribute as a basis to the creation of a new English curriculum design at the school de Cultura Popular.

1. The Content Model that is based on the tradition of Classical Humanism. This model has as a central focus on the content of what is to be learnt by, or transmitted to, the learner, and it is centered on structure and functions of the language. Knowledge is seen as universal and absolute to everyone, that is why Kelly (1989, cited by Finney, p.71) says that this model is inappropriate because the foundations of universal knowledge is not secure in times of globalization and the growth of multicultural societies.

2. The Objectives Model: it is based on the tradition of Reconstructionism, where the main purpose of education was to produce any kind of social change. Finney states that the main purpose of this model was to measure people's behavior and learning was seen as a process of observable change which could be measured. It was R.W Tyler who promoted the use of behavioral objectives into the curriculum as the basis for curriculum design in the 30's. One of the weaknesses that this model presents is that it reduces education to an instrument for behavioral change, it also limits the creativity, cognitive and affective aspects of the learning (Tumposky, 1984 as cited by Finney, 2002, p. 72).

3. The Process Model. Such model is based on the Progressivist tradition, to Kelly, (1989 as cited by Finney, 2002). It means that the main objective into this model is to enable the individual to progress towards self-fulfillment. The goals of education are not in terms of

products, but in terms of the process and procedures by which the individual develops understanding and awareness and creates possibilities for future learning. That model relies on concepts of learners' needs, interests and development processes. Those value issues mentioned by Kelly from my point of view correspond to the social, cultural and economic conditions students have, the awareness of their real social conditions and opportunities present in a defined context as a starting point to generate social change and new learning procedures in a foreign language.

Taking into account the models presented beforehand and their contributions to establish an ELT curriculum, Kelly (1989) points out the direction in which language development could move in the future. The framework is based on Johnson (1989) who proposes three dimensions to the ELT curriculum such as the following:

1. That of policy makers in charge of identifying the community's needs in general, including teachers and implementers of the curriculum.
2. The aims of the curriculum: related to the objectives to fulfill, what is possible or not to achieve.
3. The participants: those who participate in the decision- making process. In the decision-making process are identified four stages.
  - a. Curriculum planning. Establish objectives: Performance objectives and their drawbacks, the inclusion of process-related objectives in reference to students' needs or instructional ones. The objectives should provide guide and framework for what goes on in the classroom.
  - b. Program implementation.
  - c. Ends/means specification.

d. Implementation in the classroom.

That last model presented above by Finney offers the opportunity to consider new perspectives in the elaboration of English curriculum; it embraces all the elements that should take part in its design. Not only teachers are immersed in this process as facilitators of learning but all members that form part of an educational community as the governmental entities, individuals' needs and the analysis of social context to obtain a better result in the implementation of strategies that lead to the fulfillment of educational aims as it is the improvement of social and cultural conditions of all that form part in the educational process.

Finney's model is in agreement with Grundy (1984), who sustains her vision of curriculum as a cultural construction and a way to organize the different educational practices taking into account three main elements which includes Habermas' cognitive interests, critical education theory by Carr and Kemmins (1986), and Paulo Freire's (1970) ideas of praxis. Particularly, discussing the relation between theory and practice, Freire establishes three main principles:

- a. The learners as active participants in the teaching program.
- b. The learning experience as a relevant issue to the learner.
- c. The learning with a critical approach.

To Freire the praxis consists of action to change and understand the world. In the same way Vargas (2010, p.3) says that the praxis is oriented by its emancipatory interest, which preserves to all the participants the freedom to act upon their own social concerns, that emancipation is a reflexive action, responsible and autonomous. I agree on Finney and Grundy's ideas of creating an *integrated* approach which is mainly learner-centered and offers



opportunities to generate certain consciousness about social changes in our school environment.

In summary, I have signaled the different models of curriculum, its social sense, a critical and social approach of it , the curriculum and syllabus design, the factors that influence teachers' implementation of ELT curriculum innovations, an ELT curriculum model, in order to have a clearer understanding of it and as a base to accomplish the objectives of the present research that are the redesigning of the English curriculum at the school de Cultura Popular to eleventh graders and to constitute the fundamental concepts to understand the different conceptions that curriculum has and the construction of the theoretical framework.

As a result, I have adopted the tenets of Shirley Grundy and Samuel Totten. To Grundy, the curriculum is a social construction referred to the interaction of human beings with their social environment, their beliefs and values. In a similar vein, Totten gives to teachers the role of researchers of their own praxis to enable students to find their voices, to raise students' awareness of key issues in their society, among other reasons presented beforehand.

As part of the objectives of this study and in the construction of the theoretical framework, it is also established the identification of the implications of Popular Education in the school, under the orientations of Paulo Freire, Oscar Jara Holliday, Orlando Fals Borda, Lola Cendales, Mario Raúl Mejía, Adriana Puigros and Jairo Muñoz mainly. I have decided to make Popular Education part of this research due to the fact that it presents relevant orientations to this paper as it contributes to the creation of a curriculum based on participation, solidarity, equity, care of environment and self-criticism among others, that

reinforce the concept of curriculum with a social sense. It also gives the basis to contribute to the consolidation of a country which the governmental premises of the post-conflict that are based on, according to the “Plan Nacional de desarrollo 2014-2018”, “peace, equity and education”, (p.1).

So, it is important to recall some meanings of education, its relation to Popular Education and social change and its implications into the educational system in Latin America and especially in Colombia during the last century to take them as part of the basis in the elaboration of curriculum in the context of the school de Cultura Popular.

#### **1.1.7. Education**

Education has had different meanings and roles throughout history, and all of them are related to the current social, cultural and political conditions of the countries. One meaning adopted by Sarmiento (1985) was that education is a series of problems which have relation to the social conditions of another country. Those social conditions have originated different conceptions of education and pedagogy. As in Puiggrós (1994, p.3), education is the only tool acceptable to eliminate all those aspects that are considered non-educable or move in opposition to the social harmony.

The roles that have been given to the education are concerned with the culture transmission which is not an easy process and completed, according to Freire education has to be with liberation. In the Colombian context of the post-conflict, the idea of education is referred to the construction of a country with better opportunities of self-development, with a sense of participation in the construction of a place in harmony, where the individual differences are respected and is taking into account in the development of the country as “La

más educada in Latinoamérica in 2025”, the education as a primordial element in the social transformation.

To Tejada (2000), the meaning of education is always affected by the social reality that involves it. The social context where the education is subscribed serves as a referent to the social individuals that are immersed in it. As a consequence, all those social, cultural and economic changes have a relevant effect into the educational procedures, the teachers’ planning and into the individuals. The challenge consists on being ready to the rapid social changes. The concept of education for Tejada involves the idea of the process of adopting, criticizing and understanding the cultural, social, professional changes and the social relations.

#### **1.1.8. Popular Education.**

Holliday (2012, p.1) identifies the different contradictions between the current tendency in education and the different alternatives presented by Latin-American critics in education based on solidarity, inclusion and equity. The alternatives tend to show the social change as the main axis in education and it is presented as “Popular Education”. Different definitions have been given to what Popular Education is through the recent years as the one given by Holliday (2012). In these views, education is defined as being “substantively political” based on pedagogy of liberation, and it is possible to develop not only in an informal education but also in a formal one. According to Freire (1985) “an education based on liberation does not produce in itself the social change, but there will not be social change without an education based on liberation” (p. 4).

To Holliday (2012), it is necessary to develop a complete education system that may contribute to the construction of new social structures and new relations among people based on justice, solidarity and respect to the environment among others. “The election of the common people as subjects” (p. 1). That definition is reinforced by Rebellato (1996) when he says that education must be able to construct the history as a possibility, as a reference of people as “subjects” and not only objects of the history (p. 30). Freire (1997) also considers that the possibility of a new world only is possible if it is born from those who are excluded from change.

Gallardo cited by Holliday (2006) refers to “social common people” as those who suffer from oppression, discrimination, exclusion and work exploitation, and refers to “politics common people” to those who fight against those ways of discrimination mentioned before. In the same way, in Gallardo’s (2006) view, popular education is defined as the “pedagogical and social processes” that look for overcoming the relations of oppression, domination, discrimination, inequity and exclusion in any society. In other words, its difference relies on educational processes that contribute to strengthening relations among communities based on respect, equity, tolerance and equality (p. 5).

The Popular Education according to Holliday (2012, p. 5) has its roots on a critical and creative pedagogy that permits the complete development of cognitive, psychomotor, communicative and emotional capacities on people based on ethical and political principles. The Popular Education is an educational current characterized by two main tendencies: one that refers to it as a socio-cultural phenomenon and a second one that refers to it as a simple “conception of education”: to Holliday as a social phenomenon it refers to a variety of educational practices with the purpose of social change, and the conception of simple

education to confront it to the established paradigm. It means that popular Education involves different practices that may be included into the public education as a complementary action to develop autonomy and critical thinking among actors of the educational system, not only students or teachers but also parents and governmental entities.

Also, Popular Education has not received the appropriate attention in different social and political contexts yet, it has been considered just as a modality of education or as a didactic proposal that is based on the implementation of active and participating methods and strategies. Holliday (2012, p.5) considers it as a complex educational field that includes different possible modalities and embrace different levels of educational practices with different kind of people, young, adult, etc.

#### **1.1.9. Popular Education in Latin America.**

The development of no-formal education reached its highest interest in different social contexts in Latin America during the 60's and 70's. For example in Cuba with the revolution, the "education for adults", the perspective of "community development" and the emergence of the "pedagogy of liberation" by Paulo Freire, contributed to create a new vision of education in America. This tendency continued until the 80's and 90's in the continent, in Brazil, for example, before the military coup "the movement of base education" and the "popular culture centers"<sup>2</sup> were born. Freire formulates an educational philosophy that establishes in an innovative way the relations among education and human being, society and

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<sup>2</sup> Los Centros de Cultura Popular impulsan un debate en tomo a la dependencia de los países subdesarrollados y organizan conjuntamente con la unión nacional de estudiantes la lucha antiimperialista que se convierte en tema esencial de las manifestaciones estudiantiles, influenciando también el texto artístico. Todos concuerdan en que la práctica de los Centros Populares de Cultura, de los Movimientos de Cultura Popular de Recife, de la UNE, y de la Educación de Base pertenece a la cultura popular "verdadera", en oposición de las "falsas" manifestaciones populares.

culture. Education is centered on the student and not in the results of the interaction between the teachers and students, from that fact the concept of pedagogy of liberation arose, the ideology that would influence the thought and practices in popular education in Latin America in the future.

Huidobro (1980, as cited by Holliday, 2003), referring to popular education mentions some relevant aspects to be considered:

- The no-formal experiences in a rural space occupy an important place.
- Popular Education emerges from the participants' reality, their concrete historical position that facilitates the awareness in relation to their economic and social location.
- The students and teachers' interaction procedure in popular education has a cooperative sense, organized and democratic.
- Popular Education looks for the personal growth through the interaction with others.
- Teachers in Popular Education are counselors, monitors of the process where the participants acquire a progressive autonomy.
- Popular Education refers to self-learning, self-discipline, self-evaluation and self-management.
- Popular Education is linked to action.
- Popular education and its objectives and programs lead to a permanent questioning of the methods of research, planning and evaluation carried out in education.

These premises were spread through the 80's in Latin America and they were also included in different processes of organization in rural and urban areas as well. Holliday (2012, p.5) mentions some topics that were relevant to the proposal of popular education as:

literacy and the conception of dialectic methodology, human rights, political education, health and government and participatory action research.

Through the 90's there was a period of theoretical reflection and a debate inside of the popular education due to the social changes occurred in that period characterized by the incorporation of new theories and the change of the political ideology established during the 70's. The 90's was a period to adopt new alternatives proper of popular education in the continent having as a referent the perspectives and tendencies established in the "World Conference on Education for All" Thailand, 1990. To Holliday (2012), the conference final statements, orientated the new relations among popular education and pedagogy, public policies and formal education.

Some other important factors that influenced the construction of popular education during the 90's were the different social movements that provided new topics to debate as the relations among popular education and citizenship, gender, development and local power and environment. Those social movements as cited by Holliday are: in Brazil "landless workers movement" "Zapatista movement" in México and the experiences related to the municipal decentralization, participatory budgeting; those ideas were very close to the philosophy of popular education.

With the change of millennium as mentioned by Holliday (2012, p.8), the pedagogical experiences carried out by different institutions and experiences developed in America were changing due to the act of reflection and validity done in the institutions' interior. As a result, it is found the re-founding of popular education. The new tendency was the searching of new paradigms that orientate the practices, the methods and the conceptual reflection. The different debates on those topics were driven by the (AECAL) "Adult Education Council in

Latin America” and its assemblies held on Recife, 2004, and Cochabamba, 2008. The conclusions are in the magazine called “La Piragua”. Some of them are presented by Holliday (2012, p.8):

- The debates include the practice with the theory and different concrete experiences are analyzed critically according to social changes and the new tendencies and challenges in the world.
- Reflection is enriched by the systematization of the different experiences as a resource to the theory from the experiences.

#### **1.1.10. Popular Education and its Political Dimension.**

About the political dimension of popular education Freire (1970) explains that education is a political and pedagogical process. In the same vein to Holliday (2012), popular education means that the education is a highly political element and its pedagogy is placed on a secondary position. It means the value that is given to the Popular Education as a way to transform the society. The political meaning is also presented by the relations of power among humans and the possibilities of transforming them into social and historical subjects, those relations occurred mainly in the educational action that permits the development of human opportunities of growing and the development of abilities or its inhibition.

Freire (1970), as cited by Holliday, (2012, p. 8) refers to popular education as an education with characteristics of democracy and with a sense of liberation; popular education contributes to forming independent subjects with enough abilities to transform their social relations and their relations with the world. Holliday points out that all ways of education with a sense of cultural and political action contributes to the construction of a particular culture, a



particular way of thinking and feeling, an intellectual and moral direction to create organized spaces into a “civil society” or in another definition given by Pontual (1995) an “active society”.

Education has an important role in the society; it is the factor that permits the creation of better conditions for the people and its surroundings. Holliday (2012) explains that education is dynamic, active and creative. Its role goes beyond teaching, learning, the school system, the teachers, the students, the rules and the discourse. These are the reasons why the different efforts implemented by popular education are centered on the construction of a new educational paradigm different to the current one. In that sense it is important the creation of “another possible world”, with the new paradigm men and women are the main characters to have a different society and a different education that respond to the needs of everyone, with a democratic and equity sense at all levels.

Referring to some tenets of Popular Education, Holliday (2012) argues that popular education may lead to:

- The ability to break the social order: it refers to change the economic model imposed (neoliberalism and globalization) as the only historical possibility.
- The ability to challenge stereotypes and ideological and ethical standards in force as absolute truths: the individualism, competition in the market as a regulator of human relations.
- The ability to learn and unlearn permanently.
- The ability to imagine and create new spaces and relationships between people in different contexts.
- Popular Education offers the ability to assert ourselves as autonomous individuals.

To achieve those changes different actions are taken place as the leaders' training, community organization, citizen participation programs, youth literacy, encouraging the creation of educational innovations, teachers' training, promoting the role of indigenous, inclusion of new technologies, virtual learning, the popular education is in a constant change.

#### **1.1.11. Popular Education in Colombia.**

With the creation of the Adult Education Council in Latin America (AECLA) in 1982, and its new denomination including the Caribbean in 2012 (AECLAC), according to Grossi (1980), who was the first general secretary of the organization and cited by Cendales (2013, p.27), it was the product of the work that a small group of popular educators had been doing in Venezuela.

“In 1983 we met the first time in Managua and approved the statutes under Paulo Freire's chairmanship and encouragement, and two main ideas inspired its formation: the first one was to link Popular Education to adult education and the second to link the Popular Education to social movements, we decided to do it through networks and programs.”

As a consequence, the former members of the AECLA were working on Participatory Action Research (PAR), and the relation between Popular Education and PAR, to Osorio (1997), it was “the main political-epistemic core” to create the organization and the excuse to discuss about the differences in the continent in regards to education and give a common direction in relation to Popular Education. To Cendales (2013, p. 28) the mission of the AECLA was:

“Firstly to strengthen the abilities and the integral formation of popular teachers, in order to have incidence in people's actions, groups and social movements in different

contexts of its educational work. Secondly, the promotion of liberating socio-cultural process and thirdly the elaboration of public policies to a real democratic transformation of society in Latin America, and finally the achievement of peace and human rights”.

In the elaboration of a curriculum it is relevant to teachers to adopt a different role that involves the creation of spaces of discussion, where the main aspects to consider are related to social matters. Teachers should assume the responsibility to transmit not only knowledge but to create a critical disposition of the actors in the educational system to promote social change, which allows participants to have an efficient incidence in their future.

#### **1.1.12. Background of Popular Education in Colombia.**

Cendales & Muñoz (2013) have discussed the history of Popular Education in Colombia. According to them, Paulo Freire’s ideas reached this part of the continent at the end of the 60’s. It was a decade marked by the emergence of the independent revolutionary movement, and by the political and educational work of Camilo Torres through the newspaper (Frente Unido), the support of different institutions and the Frente Nacional government. During the government of Carlos Lleras Restrepo (1966-1970) the Popular Education or education of liberation started being known in Colombia. Different governmental entities were created as the INCORA-IICA, with particular tasks as the distribution of land in Colombia, and the organization of the communities to be alphabetized. The Brazilian teacher Joao Bosco Pinto was given the responsibility of developing a strategy to help in terms of education in regions as the Caribbean and Tolima, it was the moment to implement Freire’s ideas about education. Another relevant factor during that decade was the creation of

peasants' associations as the "ANUC" (Asociación Nacional de Usuarios Campesinos) created in 1970 with an outstanding role during that time.

Some of the relevant events that were inspired by the proposal of education of liberation during that time are summarized by Cendales & Muñoz (2013), they highlight eight specific points:

1. Different sectors of the Catholic Church committed to helping poor people after the agreements in the Assembly of Latin American Bishops held in Medellin 1968 and the II Vatican Council.
2. Alternative publishers reproduced and promoted Freire's books: Pedagogy of oppressed, education as practice of freedom.
3. The pedagogy of liberation influenced the work of teachers from different universities in the field of science, sociology and education.
4. Literacy work in the 70's inspired by Paulo Freire.
5. The presence of the AECLA (Adult education council in Latin America) in Colombia.
6. The Evangelical Christian education committee which promoted the popular education in Colombia in the late 70's and in the 80's.
7. Different experiences and practices related to popular education in Colombia were published in the magazine "Cultura Popular".
8. A link between liberating education and participatory action research started to consolidate in the late 70's and further. <sup>3</sup>

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<sup>3</sup> Diferentes entidades del estado colombiano como la iglesia y entidades gubernamentales, dieron cabida a una educación popular en Colombia como una oportunidad de acceso a la educación y a la participación democrática de aquellos individuos víctimas de la violencia ejercida en los años 70 en Colombia.

The participatory action research, especially the work done by the group “La Rosca”, directed by Orlando Fals Borda, influenced positively the work of Popular Education since it showed the need to link education with research.

During the 70’s the Popular Education was mainly directed to the people who did not have any social or economic condition to have access to an educational process, the Popular Education was an alternative for those in conditions of social exploitation. Different organizations as the (NRCPE) Research Center and Popular Education) CINEP and “Fe y Alegría” conducted all their efforts to help that especial group of people. As a product, of all that experience referred by Cendales and Muñoz, was the book “Método en la Educación Popular”, published by Nicolas Buenaventura in 1983.

The 80’s was a time of transition from an education of liberation to a popular education having in mind the different social changes occurred in that time, the work done by different authors as Oscar Jara in Central America and Lola Cendales and Germán Mariño in Colombia about literacy and Popular Education in 1983. According to Borda (1989, as cited by Cendales & Muñoz, 2013) the paradigm shift was rooted in the idea that the knowledge for social transformation was not in the liberating formation of conscience but in practicing that awareness. It is in the practice where the necessary knowledge is derived to transform the society; from that praxis some scientific knowledge and learning are derived.

During the 80’s, the concept of Popular Education had more acceptability due to the international support; to Cendales and Muñoz the consolidation of different nongovernmental organizations that assumed its approaches and considered it as an option from which it would be possible to develop and educational work. Many of those institutions would be part of the APECLA (Adult Popular Education Council in Latin America) in Colombia; to mention the

NRCPE, (National Research Center and Popular Education), Popular Center for Latin America and Social (CEPECS) among others.

As a result, the popular education was extended to different areas as literacy, culture, arts, communication, gender, environment and human rights; it also included different social sectors as: peasants, natives, women, neighborhood residents, unions, etc. Different fields of work were also determined: teacher's training, research, advice, publishing, publication of materials, texts and audiovisual. A great variety of texts were also published, and the different institutions were responsible for designing and publishing specific materials to train popular teachers.

In the 90's, Popular Education gained a big support with the implementation of the new Political Constitution in Colombia (1991). Different organizations and popular education centers rethought the relations with the state, and topics as citizen participation (social and political), consultation and negotiation came up. A purposeful tendency was supported along with the construction of a civil society, not only by the popular followers but the entities related to popular education. To Cendales & Muñoz (2013, p.37), some main events contributed during that decade to reinforce the ideas of popular education:

- Universities and nongovernmental entities promote the creation of programs and centers to train teachers in popular education.
- Nongovernmental institutions joined to the adult education council in Latin America and the Caribbean (AECLC) as a strategic and important factor to continue working on popular education.
- Those nongovernmental institutions were near to Freire's ideas, popular education and participatory action research.

- The training of teachers in popular education and other topics as human rights were remarkable aspects happened in that decade.

Nowadays, nongovernmental organizations continue working on Popular Education, including new topics related to citizen participation, communities organization to the social development, literacy process with adults in different parts of the Colombian territory, peace, justice, human rights and restoration of rights.

Cendales & Muñoz (2013, p.44) point out that all the institutions that work on Popular Education have to face the challenges that social changes in different contexts are happening, some of those challenges are referred to:

- The economic situation of institutions and teachers.
- The cultural changes due to the migratory process caused by the displacement that continue happening in Colombia.
- The different political orientations in the continent.
- The influence of new technologies on daily life, education and on the construction of democracy.
- The building of “pedagogy” of Popular Education and the strengthening of the relation between Popular Education and research.

Those prompts about Popular Education in Latin America and the challenges mentioned above contributes to the creation of a theory of a Critical Pedagogy proposed by Freire, highlighting three main tenets by some authors as Giroux (2003) and McLaren (2006), namely,

1. Reflection upon the individual’s culture or lived experience.
2. Development of voice through a critical look at one’s world and society.

3. Transforming the society toward equality for all citizens through active participation in democratic imperatives.

Therefore, it is possible to say that the Curriculum with a social orientation and the prompts of Popular Education direct their attention to the development of a critical pedagogy and critical thinking to give basis to an education based on emancipation. Those aspects are developed next.

#### **1.1.13. Critical Pedagogy.**

Bercaw and Stooksberry (2004) define the term ‘critical pedagogy’ as that body of literature that aims to provide a means by which the oppressed (or ‘subaltern’) may begin to reflect more deeply upon their socio-economic circumstances and take action to improve “the status quo”(p.5). To Bercaw, the roots of critical pedagogy lie in the critical theories of the Frankfurt School considering mainly some authors such as Habermas and Marcuse.

It is most directly associated with the teachings of Paulo Freire, a Brazilian educator who could visualize the negative social conditions of people as poverty that lead them to a process of dehumanization, which “turn[s] people into objects by negating their reality and their capacity to meaningfully engage in acts of change that would give fruition to their full humanity” Morris (2001), as cited by Grahari, (2009, p. 2).

Freire’s work, specially his “Pedagogy of the Oppressed” (1972) inspired many educators and academics across the world. That is the view of Johnson and Morris (2010, p.5) who argue that Freire developed pedagogical methods and a philosophy of education in which



a ‘banking’<sup>4</sup> approach to education constituted a great hegemonic oppression. Therefore, in order to free the people, educators needed to develop context-specific pedagogical methods through which teachers and pupils use dialogue to open up the critical consciousness of the people. To Freire, if education is to observe the needs of the oppressed, it must become a vehicle for liberation. That notion of education goes in opposition to the traditional approach in which according to Freire, the oppressed people are dehumanized and silenced by an expert who transmits knowledge that most of the time has no connection to the reality, the concerns and experiences of the “oppressed”. Breunig (2005) claims that a critical pedagogical vision within schools is grounded in the social, cultural, cognitive, economic, and political context that is part of the larger community and society, and that form of critical pedagogy is a way of thinking about negotiating, and transforming the relationship among classroom teaching, the production of knowledge, the institutional structures of the school, and the social and material relation of the wider community and society. To Grant & Hurd (2010, p. 3) critical pedagogy encourages critical thinking and reflection for transformative and emancipatory educational experiences. Popkewitz & Fendler (1999, p. 55) claim that Critical Thinking is to teach how to think critically, not how to think politically; for critical pedagogy, this is a false distinction.

The notion of praxis was central to those methods, by which Freire (1972) meant a synergistic process of reflection and action through which the people would become “involved in the organized struggle for their liberation” (p. 40). Following the publication of *Pedagogy of the Oppressed*, many educationalists took up the banner of critical pedagogy and its close associate, ‘critical literacy’ and, at the beginning of the 21<sup>st</sup> century, as McLaren

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<sup>4</sup> Educación bancaria: Para Paulo Freire ésta se refiere a que el sujeto de la educación es el educador el cual conduce al educando en la memorización mecánica de los contenidos. Los educandos son así una suerte de "recipientes" en los que se "deposita" el saber.

(2003) states, “critical pedagogy is as diverse as its many adherents” (p. 69). However, DeLeon (2006) as cited by Morris & Johnson (2010) critical pedagogy brings out common themes from the diverse literature and identifies their common goals as: “viewing education as a political act transforming schools towards pursuing social justice and using education to engender social change and empower educational actors”. (p. 6).

So, Freire’s idea of emancipatory education, understood as the one which seeks for people’s wellbeing as well as the development of their potentials. It incorporates three principal components, as discussed by Flood (2001, cited by Ghahari, 2009, p. 3):

- a. The reality of the oppressed.(learner)
- b. The process of awareness that occurs through dialogue and group analysis of the conditions that give raise to the oppression.
- c. Praxis (explained above).

To Habermas (1970) the interests founded in the reason are truer from those who follow the inclination or desire, to him this pure or true interest is the one to the emancipation, which is related to autonomy and responsibility. Following Grundy (1991, p. 158), the emancipation relies on the possibility to carried out actions in an autonomous form. It is the individual act of discovering its own voice in an environment of justice and freedom that permit individuals to separate from dogmas and dominant ideologies.

As Ghahari (2012) states the model employs participatory learning methods and a problem-posing approach; learners are encouraged to deepen their understandings of reality through critical reflection on the personal and sociopolitical dimensions of the problems they are encountering. Morris (2005, as cited by Ghahari , 2012) postulates that Problem-posing is a three-stage methodology that involves listening to understand the felt issues or themes of

concern in the group, collectively engaging in participatory problem-solving dialogue around a code that physically represents the identified group issue through strategies such as role plays, stories, and photographs, and engaging in action.

To Freire (1972), Critical pedagogy is the emergence of consciousness and critical intervention in reality. The code refers to the situations in a codified way, that can be dialogues, stories or dramas; and each situation contains personal and social conflicts that are the deep importance of the students. Auerbach (1992, as cited by Kanpol, 1999) proposes five stages to orientate the process:

- a. Describe the content: The teacher presents the students with a code, which, as mentioned above, can be a photograph, a drawing, or even a word related to the students' concerns and experiences and important to them. Then students respond to the representation by describing the code.
- b. Define the problem: The students uncover the issue(s) or problem(s) in the code.
- c. Personalize the problem: At this point, the teacher asks the students to talk about how this problem makes them feel so that they can relate the issue(s) or problem(s) to their own lives.
- d. Discuss the problem: The teacher leads the students toward a discussion on the social/economic reasons for the problem.
- e. Discuss alternatives to solve it: Students explore solutions to the problem.

Problem-posing is more than a technique that teaches critical thinking; it is a philosophy, a way of thinking about students and their ability to think critically and to reflect analytically on their lives. To Lindeman (1989, as cited by Nixon-Ponder, 2001) one of America's founding fathers of adult education, firmly believed that "the responsibility of adult

education was to teach learners how to think analytically and critically; this, too, is the role of problem-posing” (p. 4). One activity to be developed in order to start generating class discussion and critical thinking among students was designed having in mind the interest of this research, to identify social features among students of 11<sup>th</sup> grade. (see appendix B).

- a. Describe the content: students read the poem about discrimination. They present their ideas about the reading.
- b. Students define clearly what the reading is about.
- c. Students describe their feelings about the reading and present their ideas about any particular situation they know where the situation has occurred, or if it has happened to them.
- d. Students are asked about the possible origin of the discrimination and their reactions in front of it.
- e. Students discuss about the possible solution to the problem, and how it could be avoided into the classroom or in any other particular context.

To Ghahari (2012), the educators involved in that critical reflection need to scheme a step by step questioning strategy and moves discussion from general, through to personal, social analysis, and action. The sequencing is important in that, it represents the extent to which the learners’ values and beliefs are challenged and critical reflection deepened and the outcome of critical reflection is awareness; the author also establishes that from the other side, learners experience empowerment as “they shift from being passive objects that are acted upon to being subjects responsible for their own destiny” (p. 4).

Finally, according to Burbules & Berk (1999, cited by Ghahari, 2012) the outcome that any transformational learning might bring about is engagement in emancipatory praxis to shape the contextual reality of people's lives.

Following Freire's statements, Ghahari (2012) states that teachers need to raise problems and then both groups (i.e. students and teachers) discuss them in order to bring valuable opinions and abilities to the learning, and teachers do not provide answers, but work with students to develop critical thinking or awareness. They work together to investigate a different reality. In so doing, the oppressed are entitled to consider their reality as a problem to be transformed.

To sum up, it is relevant to say that all the information gathered throughout this document, as the ideas of curriculum, its design, the different conceptions of education and Freire's contribution to the field of Critical Pedagogy, lead this research to the development of a methodological scheme that tends to deal with the current situation at the school de Cultura Popular, it is the inclusion of students' social and cultural interests into the English curriculum to make them real participants in the educational process as active, more critical and autonomous members in the creation of a better social community, interested in taking action over the current social changes and problems that they are permanently involved in.

The design of a curriculum with a social orientation deals with different factors that determined the procedures to follow, as it is in first instance, the new role that a teacher may assume as the one of researcher, counselor and guide. On second instance to create the conditions into the school to facilitate students' critical thinking to assume the role of active participants in the development of their own educational interests, looking forward to

avoiding constraints in their self-personal growing. And on third place to involve all the members of the educational community that involves parents and governmental institutions.

Bearing in mind the elaboration of a curriculum model with a social and critical orientation to the school Cultura Popular, the factors that influence its construction as the teachers' expertise and students' social context and learning interests among others described before, having as referent Popular Education as an strategy to develop solidarity, inclusion, equity, autonomy and critical thinking; I consider that with this new alternative of curriculum at the school is possible to create an English teaching-learning environment where all participants may find the opportunity to express their feelings and emotions under respectful conditions to promote social awareness, change and English language improvement by discussing, analyzing, writing, speaking and orienting common goals among the community.

Community's interests and expectations may be the relevant topics to be included into the class as a form of attracting participants in the construction of their own knowledge under the guidance of a teacher that has turned into a researcher and who has new perspectives of the school. I also consider that with a social oriented curriculum, the school may contribute to have and live in a territory where economical and social differences are reduced among social classes by giving to knowledge an outstanding position.

For those reasons above the methodology chapter is oriented to the development of action research as critical praxis.

## **CHAPTER II**

### **2.1. Methodology**

#### **2.1.1. Research Design and Type of Study**

The type of the present research is qualitative within the same qualitative paradigm such as interpretative action research and critical praxis. Some authors have taken account of what it implies to do qualitative research. Merriam (2009, p.13), for example, explains that qualitative researchers are usually interested in understanding the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world.

In a similar vein, Denzin & Lincoln (2005, p.3) have pointed out that the design of a qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive or descriptive material practices that makes the world visible. Those practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them.

Qualitative research as Patton (1985, p.1) explains is exploratory in the sense that it is an effort to understand situations in their uniqueness as part of a particular context and the interactions there. The most important is to understand the phenomenon from the participants' interests and perspectives, not from the view of the researcher. It is relevant to understand the participants' reasons to be in that determined context, as Patton (1985) claims, to find out what the world looks like in that setting and in the analysis to be able to communicate that

faithfully to others who are interested in that setting, as is the case of the researcher who compiles accurate information to shed light on a given issue of interest.

Furthermore, qualitative research is also projective due to the fact that it implies the use of “projective techniques”, which are described by Ritchie & Lewis (2003, p.137) as being designed to facilitate freer discussion and communication, and to access thinking or beliefs that are less conscious or that may be difficult to speak about. The techniques (vignettes; or short hypothetical examples or 'stories'), card-sorting (where written examples are ordered or sorted by participants and field notes that are notes made by researchers in the field) help participants to express their attitudes toward a certain element proposed to be discussed and in so doing; the researcher may explore and discover participants' beliefs and opinions about the proposed task. As a result, participants are actively creating their stories or conversations.

To accomplish the aims of this investigation, I follow the principles of action research as critical praxis, due to the fact that action research as in Kemmings & Carr (1986, p.5 ) locates the teacher as a member of a critical community made up of teachers, parents, students and others concerned with the development and reform of education. My responsibility as a researcher is to create conditions under which the critical community can be united into action to become participants in the development of education. It is convenient for this research to gather all members of the community as one corpus to create a new vision of curriculum with a social orientation.

To Grundy (1987) emancipatory action research looks for developing in participants their understandings of illegitimate structural and interpersonal constraints that are preventing the exercise of their autonomy and freedom. These constraints, she argues, are based on



illegitimate repression, domination and control. When participants develop a consciousness of these constraints, she suggests, “they begin to move from limitation and constraint to freedom, autonomy and social justice” (p. 231).

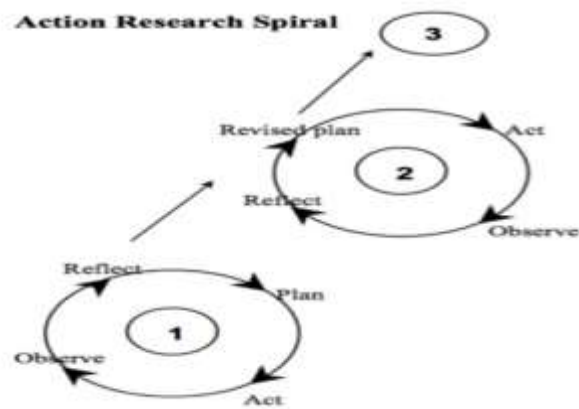
### **2.1.2. Population**

The participants in the research are 36 students in 11<sup>th</sup> grade at the school de Cultura Popular. It is necessary to identify their goals and the academic processes that they have had during their scholar life, the strategies, methods and methodologies to use inside and out of the classroom, as well as identifying the elements that inhibit the active participation in the process of education learning.

The students’ ages range from 15 to 16 years old. This age is favorable to develop this research because they are interested in all those new aspects that teachers may include into the classes. The participants showed a great interest in participating in this research; moreover, they were willing to participate actively, as they have signed a consent form (see appendix D) that allows the teacher to collect information that will be used only for research purposes.

The procedures for this emancipatory research are defined by the four main stages proposed by Zuber & Skerit (1996, as cited by Cohen, Manion & Morrison, p. 234):

1. Planning.
2. Acting.
3. Observing.
4. Reflecting, (see. fig 1).



*Fig.1: Methodological Sequence Zuber-Skerrit*

Those steps are in permanent transformation due to the fact that reflecting on action involves all the participants, specially, the researcher. Thus, I carried out systematic planning, acting, observation and reflection upon the participants' actions and behaviors that originated from involving them into the creation of a reflective activity that involves their cultural, economical and social interests in the creation of a curriculum with a social sense. The role of researcher guided me to probe deeply and to analyze the intensity of the multifarious elements that constitute a curriculum under the premises of a social and critical one that orientates the role of teachers and students in and out the school.

### **2.1.3. Setting**

This research project took place at the school de Cultura Popular, which is located at Street 17s N° 56-16 in Bogotá. It is a public institution that offers academic programs and it is now involved in different programs as SENA, UNIMINUTO, 40 x 40 and IMMERSION; with 2 foreign teachers in branches A and C. This research emerged from the analysis of the current situation of English subject in the school that informs about the low advances in the

process of improvement of results in the different tests applied in the district as “Pruebas Saber” during the last 12 years (see appendix E), with a tendency of remaining still according to the Common European Framework of reference for languages which established the different levels in English that students should have when finishing secondary studies.

Those results (see appendix E) show that in the school most of the students are in a basic level of English that correspond to an A1 and A2 according to the international scale. It means that the students have a poor performance in English. That situation is similar when it is compared to local and national results that show a similar tendency in regards to English in Bogotá and Puente Aranda locality. It is for those reasons that is necessary to undertake efforts aimed at redesigning the English curriculum in the school de Cultura Popular. It has been evidenced that the curriculum needs a transformation due to the fact that it does not include the students’ social, economic and cultural interests that may contribute to the generation of a different perspective on students about the importance of English language nowadays as a tool to obtain educational opportunities in a society of constant transformation.

This research was focused mainly on 11<sup>th</sup> grade, since as a researcher I orientate on that level and it is subsequently the sample group selected to accomplish the aims proposed to this investigation that are:

- To re-design the English Curriculum for 11<sup>th</sup> grade, considering students’ social context and learning interests for ELT.
- To constitute the fundamental concepts to understand the different conceptions that curriculum has and the implications of Popular Education in the school.
- To unveil students’ perceptions on social, economic and cultural needs and interests to give them a position into the curriculum.

- To implement an English Curriculum with a social content that may offer new possibilities of educational growing to 11<sup>th</sup> grade.

There were four groups in eleventh grade and I selected one of them to follow the research procedure, it is the group 1101, of which I am the director; that condition allows me to have a closer contact in an environment of confidence and discretion with the different activities and information that could be gathered.

In addition, working with this group offered me the opportunity to carry out activities under the school director's permission (see appendix F) to reinforce students' participation in the collection of information from them, that serve as the core to develop and discover their real interests with regards to learning English and the importance of including those elements into the English curriculum as a resource of creation of a new tendency in the English classes , where the students' expectations are established.

#### **2.1.4. Instruments and Instructional Proposal**

According to Wallace (1998, p.56), there are two commonly used methods of recording data: written data and audio data. I used the written data mainly as it accounts for the fulfillment of the aims established in this qualitative research, since I, as the researcher, produced my own reflecting notes and students elaborated their journal in form of a book. Wallace argues that the written mode of collecting data presents different advantages as the confidentiality and the possibility to be stored properly and analyzed efficiently. Written data can be quickly scanned and in that, way researchers may use time in a pertinent way.

By having a teacher journal, I could take note of important events that took place in the ten different sessions with the participants. To Wallace (1998, p. 58) the information gathered that might serve for later discussion is:

1. General instant self-evaluation: that locates the researcher in a permanent reflection of procedures.
2. Focus on a particular aspect of teaching and learning, for example:
  - a. The functioning of group work.
  - b. Individual performance in the case of students.
  - c. Interesting or common mistakes or errors made by participants.
  - d. Dilemmas.
  - e. Ideas, inspirations, things that worked well.
  - f. Amusing incidents, remarks.

Document collection was another instrument that I used in this research as part of the written data. It refers to the documentary evidence as the students' socio-economic backgrounds, the English curriculum and the Institutional Educational Project (P.E.I). They allowed me to have a deeply recognition of the school and the members of the community. According to Burns & Hood (1995), these are sets of documents that may be relevant to be better informed of the research context.

To summarize, in order to gather data, I used mainly the following instruments: teacher's journal and the students' journal represented in the elaboration of a personal book, and as secondary instruments the English curriculum, the students' socio-economical study and the Educational Institutional Project (P.E.I) to have a better understanding of the reality of the Cultura Popular school context.

#### **2.1.5. Teacher's Journal.**

This was the first instrument I used. It was aimed at obtaining information about the participants' first insights regarding to the change of methodology for the year 2015 in the

English classes. It refers to the change of teacher's way of involving students into the learning process as real participants where they have the opportunity to give their opinions and settle the way of approaching the goals proposed for the course. Since that first instant, my role assumed was the one of a guide, and I started going further in the conception of emancipation by separating me from the English content curriculum that the school has at that time.

On a first moment, students were told that they had the opportunity to select the topics and the way to be evaluated during the year 20015, many of them felt surprised by the idea of being asked to be the ones to select the topics for the class and the methodological and evaluating procedure.

On a second moment, the students started discussing the probable activities to develop during the classes; they were motivated and started storming ideas that were presented to the group and evaluated later, to have finally a consented agreement on the topics and methodology. After the discussion in class seven topics from the variety of topics presented by finding relations among them. The items were grouped in seven general topics and they agreed on working and incorporated them into the elaboration of a personal book in English. The topics were:

- a. Who am I?
- b. My family context.
- c. My neighborhood.
- d. My school.
- e. My friends.
- f. My free time.

g. My English class and the new methodology.

Those topics selected were in concordance with the objectives of the research proposal that consisted mainly of identifying those social, economical, cultural and educational concerns students had so that these could be incorporated into the curriculum, in an attempt to make English a more interesting and important subject in the school.

As there are four academic terms in the school, the topics were divided in groups of two and the final term with three aspects to develop. As a teacher, I proposed the idea of starting to work on those topics selected by writing a version in Spanish. In so doing, I could start unveiling students' interests, motivations and worries presented in their lives to consider them into the new proposal for English Curriculum.

During the English classes they organized the ideas in English and elaborated the documents to create their book, they felt comfortable with the idea of working in class under the help of the teacher to write in English. It seemed to be a hard process for the students according to their perceptions and opinions which included things like:

- Yo no sé inglés. ¿cómo voy a escribir en inglés si no se? Me tocará aprender.
- Teacher tú nos ayudas.

The role assumed by the teacher was as the guide by saying that the most important was to generate ideas according to the topics selected and little by little we can translate those ideas into English by following teacher's guidance. At this stage they were more motivated to start working on the process.

#### **2.1.6. Students' Journal.**

This was the second instrument used to collect information. Having in mind the topics selected by them, they were asked to follow the next steps: for the topic who am I?, they made

an auto-critical analysis about themselves considering aspects related to the kind of persons they are, their weaknesses and strengths, how they felt physically and emotionally and their perceptions others may have about them.

It was proposed in order to create a different kind of biography where common aspects are presented as their names or place of origin, to create an original way to be identified by others and themselves. They were free to write under the condition that the information was going to be known only by the teacher with their permission and under the total confidentiality.

With the second topic; the family context they were oriented to have a conversation with members of their families to know a little bit more about them, for example their main motivations in life and any other aspect that they maybe wanted to know about their relatives.

The next topics were the neighborhood and the school. Their main intention was to generate in them the importance of identifying the contexts where they are most of the time, their social conditions and general characteristics to make them understand those social surroundings with their opportunities, and what they offered them as students or inhabitants of a particular zone in Bogotá.

With regards to their friends, they expressed their feelings about them, considering whether they are good friends or not, or if they have been a positive or negative influence for them and how, in relation to the way they behave nowadays, their compromise with studying at the school and social and political perceptions they may have about the country, the city and the locality they are immerse now.

Talking about their free time, they were asked how they took advantage of vacations or the time they are not in the school, if there is any relation between the school and their



spare time, how they perceived the school when they are not in regular classes and the activities they liked the most or not to do in their free time.

And finally, about the new English classes and the methodological proposal for 2015, they wrote about their difficulties in the elaboration of the book in English, if the topics that were established for 11<sup>th</sup> grade corresponded to their interests or if it was necessary to include other aspects that may have a relevance in the school or in the place they are located.

It was also important to identify how the methodology has helped them in the learning process and all the variations the proposed methodology may suffer to be a better opportunity, not only for 11<sup>th</sup> graders but to the students from the other cycles in the school. If it may serve as a model to be implemented in other instances in the school, that will generate autonomy or discipline among them.

As part of the research, I have included some documentary evidence as the English curriculum, the students' socio-economical study and the Educational Institutional Project (P.E.I), as indirect referents to identify the opportunities of improvement in regards to Popular Education and the elaboration of a curriculum with a social tendency into the school for the English classes. I consider important to identify the elements that are established in the institution and take advantage of them to the construction of a wider curriculum centered on the English language.

#### **2.1.7. Documentary Evidence.**

The English Curriculum, the students' socio-economical study and the P.E.I were used as indirect instruments to identify our students and school's context. What refers to the English Curriculum, designed and implemented in the school for fifth cycle in the school de Cultura Popular for the last ten years, it was necessary to make a deep analysis of the current

curriculum model to identify its weaknesses and strengths, its relevance into the teaching-learning process into school, to know if it followed the intentions of the school, the mission and the vision established in the Educational Institutional Project (P.E.I), if the English Curriculum for eleventh grade has also been elaborated in an appropriate way to accomplish the aims established in the country by the Ministry of Education to advance in the national program of Bilingualism in Colombia, Colombia Very Well.

In relation to the students' socio-economical study, it informs about the current social, economical, educational, professional and work life of the inhabitants of the 16<sup>th</sup> locality, Puente Aranda, and especially of the educational community that belongs to the school. The intentions our population has in regards to the continuity into an educative context, their needs and hopes. The socio-economical and educational context that surround them and the different opportunities the school may offer to the public in general related to the formation of members of a society with the intention of being better social individuals capable of transforming their reality based on their autonomy to accomplish their aims.

The Institutional Educational Project (P.E.I) involves all the circumstances related to the organizational processes, the students, school and teachers' profile. It also reflects the different challenges the school has now and for the future in its vision and mission. The P.E.I in the institution presents its strategies in a planning process to reach high standards of quality, the institutional principles (participation, living together and productivity) the aims and its values (respect, autonomy and responsibility), the curricular organization in cycles and the importance of programs conducted by the SENA and the Uniminuto University as an integral part in the professional development of the students in general.

Furthermore, the P.E.I establishes the pedagogical projects (sexual education, gender, cycles and knowledge fields etc.) in the institution and their main objectives, the different activities to promote the educational, cultural and the sport life. Another element into the P.E.I is the system of evaluation under the national system established in the decree 1290 in 2009, and its criteria of evaluation having in mind the different agreements with the SENA and Uniminuto University. In general the institutional project conducts all the different academic, administrative fields to have a public organization oriented to offer an educational service with quality and with opportunities of permanent change to be part of the current social context.

#### **2.1.8. Data Collected and Stages**

In the year 2014 the development of the present research started. It had as a main purpose to identify the students' individual characteristics and the teacher's way to conduct methodological procedures at the school de Cultura Popular with regards to the English curriculum for eleventh grade. There was a teacher's interest based on the reasons to find out the most accurate way to solve a real situation presented in the school, as it was the low results students have obtained in tests as "Pruebas Saber" during the last 6 years, and the few opportunities students take advantage of to gain scholarships to enter to higher education.

The teacher's real interest was to design a curriculum grounded in emancipation principles. According to Grundy (1991, p.158), emancipation relies on the possibility to carry out actions in an autonomous way. It is an act to discover teacher and students' voices, which can only be possible under conditions of justice and liberty to allow people to liberate themselves from dogmas and the dominant ideology.

As a consequence, in an auto reflective act as a teacher, and the analysis about the students, school, community and teacher's context we are immersed and in a making decision act, we decided to change the vision of English as an another subject into the school, and discover the real function it has into the society and in the school by changing also students and teacher's attitudes toward English in an autonomous and responsible form. The actions that followed the first act of emancipation described above are presented next having into account Action Research Spiral by Zuber-Skirit (1996) (fig.1).

**Stages.** The next stages that are presented contain the information obtained during the different sessions with the students, 11 main meetings; where the students' journal (book in English) served as a main instrument to collect information. After these stages, there is the analysis of documentary evidence as the school's Educational Institutional Project (P.E.I), and the school's socio-economic study and their relevance to understand more the pedagogical and social contexts of the participants in this research.

#### *First Stage*

PLANNING	ACTING	OBSERVING	REFLECTING
Strategies followed in 11 English' sessions during the year 2015. (see appendix G) that refers to the chronogram established.	<b>FIRST MEETING:</b> Presenting the results of different evidences concerning low English level at a national, local and institutional level to make relevant the	Students' reactions in front of the results shown to identify the possible causes and probable solutions. Students present their point of views	Students and teacher are aware of the need of implementing new strategies to be followed during the year to advance in the process of seeing

<p><b>1.</b> Identifying the problem and students' needs, interests and expectations.</p>	<p>need of change in regards to the English subject and its importance nowadays.</p>	<p>and settle ideas to deal with the situation. Students have a positive reaction to the idea of “doing something different” for the English class.</p>	<p>English not just as another subject in the school and in their educational process but as an opportunity to confront the world. As a result, students agreed on elaborating a “book” (see appendix H) where they can express their ideas about different topics.</p>
<p><b>2.</b> Defining a new procedure in the English classes during the year 2015.</p>	<p><b>SECOND MEETING</b> Setting the main objective referred to the elaboration of a project named “My first book in English”.</p>	<p>Class discussion about the relevant topics to include in their projects. The main ideas that came up were grouped as follows:</p>	<p>Reflecting on the importance of those topics and how to make them original. How to make them different from the common way of</p>

Agreeing on what to do and how to do it in the English classes.	Discussing about the topics to have in the project and ,  Making decisions on its topics to work on.	a. Who am I? b. My family context. c. My neighborhood. d. My school. e. My friends. f. My free time. g. My English class and the new methodology.	presenting a topic like those and their importance to unveil and understand the students' interests, motivations, needs and cultural expectations into particular contexts as the school and their out-school's contexts.
3. Topics' organization and distribution during the school's fourth terms.	<b>THIRD MEETING:</b> The project "my first book in English" contains eight chapters divided in four terms for their permanent revision, correction, improvement and assessment.	Making decisions with the group about the distribution on four terms to facilitate a permanent revision, correction, opportunities of improvement and	There are two main worries in regards to the elaboration of the project.  The first consisted on how to do it considering students' English level.

		<p>assessment as follows:</p> <p><b>FIRST TERM:</b> who am I? And My Family. January to April.</p> <p><b>SECOND TERM:</b> My neighborhood and My School. April to July.</p> <p><b>THIRD TERM:</b> My friends and My free time. July to September.</p> <p><b>FOURTH TERM :</b> My English class and Methodology. September to November.</p>	<p>The second one was related to how to make it different from the similar common projects that can be done in the school.</p>
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#### *OUTCOMES FROM THE FIRST STAGE*

The first stage consisted on: Planning, acting, observing and reflecting. The information gathered served as a source of permanent improvement to follow a systematic organization

of the activities proposed. During the sessions students were active participants to define the route to follow and accomplish the objectives proposed.

It was important to make them aware of the results the school has presented through the last 10 years in regards to Pruebas Saber. They were conscious about the need of improving their English level. That is one of the reasons to formulate different strategies in the ELT learning to other cycles in the school in a near future. English language offers multiple possibilities to learners to create environments of self-learning by considering students active members in the elaboration of tasks e.g., students' books, where their interests, responsibility, originality and creativity could be evidenced.

It was also important at this stage to make from their social, family and outer-school contexts, new spaces that may give learners new opportunities for learning by thinking about those contexts in a more critical way.

### *Second Stage*

REVISED PLAN	ACTING	OBSERVING	REFLECTING
<b>4.</b> Activities redesigning.	<b>FOURTH MEETING:</b>  To give solution to the worries emerged in the reflecting stage we agreed on:  1. Not to worry about perfection in their writings, but the	In groups of four students presented ideas of elements to the project that can give it a sense of uniqueness; two	To make students free of telling their feelings and emotions are good moments to offer them a sense of



	<p>content of their writings.</p> <p>2. Students are free to write about their feelings, opinions, needs, interests or any other parameter under a private consent to be read by the teacher.</p> <p>3. To have a permanent support by the teacher to advance in their projects.</p>	<p>main ideas are considered into the design of the “book”:</p> <p>1. To express all those feelings and emotions that turns sometimes difficult to say orally.</p> <p>2. To have an attitude of compromise with their tasks.</p>	<p>responsibility, freedom, autonomy, awareness and productivity in an attempt to their emancipation.</p>
<p>5. Revising the time to adequate it to the students’ needs.</p>	<p><b>FIFTH MEETING:</b></p> <p>Students make periodical oral presentations on their advances on their projects to receive feedback and show opportunities of improvement at least one every two months.</p> <p>We take advantage of the</p>	<p>According to their oral performances about their projects we established parameters to be</p>	<p>Participants’ performances are evidence of their compromise, their interest in developing activities</p>

	English sessions to analyze their procedures.	included into the different topics. The time for the general presentations were modified to have opportunities of making a more conscious feedback, it consisted of finishing the writing process in October to have the rest of the time in final project presentation and assessment.	where they are active participants in the construction of knowledge.
<b>6.</b> Final Project model and characteristics.	<b>SIXTH MEETING:</b> In this session the general aspects to the presentation of	The creativity of students was evident when	The students' freedom to elaborate their

	<p>their books were defined as the design of a cover with an interesting picture and name, and formal standards of presentations.</p>	<p>starting generating ideas about the creation of names for their work and the design of covers.</p>	<p>work, lead them to show all their creativity in a kind of project like this.</p>
<p><b>7.</b> How to be evaluated.</p>	<p><b>SEVENTH MEETING</b></p> <p>Students were told to see the evaluation as an opportunity to reinforce the aspects related to the design and elaboration of a writing project. To see it as a tool to them to show all their creativity and as an opportunity for the teacher to identify their likes, needs and interests to have them in mind as an opportunity to others that are in the same process of finishing secondary studies.</p>	<p>The evaluation turns into a negative aspect among students, they considered it as a way to be qualified in a very subjective way. They recognize that the best form of being evaluated is through results, so they do not worry</p>	<p>The evaluation is an act of reflection about the way we confront our reality. Students are now facing new opportunities in their lives, the more the school permits them to be free on their</p>

		about the final “number” in the scale of 1 to 5, they feel proud of their effort and results.	knowledge the more intellectual growing and responsibility they will obtain.
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### *OUTCOMES FROM THE SECOND STAGE*

The second stage consisted on: Revise plan, acting, observing and reflecting. Revising and redesigning processes turned into a clue element to maximize learners’ creativity. In that way the role of teacher changed becoming into a guide, tutor, mentor and most importantly a researcher.

When providing learners the opportunity to use English (taking into account their experience in and out the school) as it was for this project writing and speaking mainly; it facilitates the unveiling students’ interests, opinions, likes and dislikes, in that way they felt freer to show all their creativity and strengthening autonomy, compromise, social awareness, productivity and emancipation. Those elements are included into the Popular Education and are also evidenced in the Institutional Educational Project that has as relevant premises the participation, living together and productivity.

Into the results of this stage an element to highlight is the reconceptualization of the classroom as a space that allows learning, it is the space where students can confront and advance in their interaction with others for learning.

Finally the evaluation is seen as a mediator, it means that it may facilitate learning and it is an opportunity for improvement rather than punishment. It was not possible to translate students' autonomous work into an evaluating scale that goes from 1.0 to 5.0. Because students all did their best effort during the year 2015.

### *Third Stage*

The third stage is presented with the idea of a further research to improve and continue the implementation in the coming years in the school.

REVISED PLAN	ACTING
8. Students and teacher's feedback.	<b>EIGHT MEETING:</b> It was the time to express the feelings that arose from doing a kind of work like this. To define the relevant aspects of the project, the importance of it and the effort done by students to overcome all the difficulties. To see the importance of including students' voices in the design of a curriculum for eleventh grade.
9. Final strategy to make public the project.	<b>NINTH MEETING</b> It was decided by students and teacher to celebrate an "English Day" to show to the community in general the results, the product of students' work during these 2

	years approximately. The date is November the ninth.
<b>10. Presentation.</b>	<p><b>TENTH MEETING</b></p> <p>Expecting students’ performances to support their work during the celebration of the “English Day” at the school de Cultura Popular. It was celebrated on November the ninth 2015. (See appendix I) that refers to a photo- gallery.</p>
<b>11. Group Assessment.</b>	<p><b>ELEVENTH MEETING</b></p> <p>As it was referred previously the assessment must be an opportunity to find positive aspects more than negative ones, with that perspective, students and teachers will assure better results in their professional work.</p>

### *OUTCOMES FROM THE THIRD STAGE*

The third stage consisted on: Revised plan and acting. As it was mentioned at the beginning of this stage above, this part into the research process is presented as opportunities of further research as an alternative in ELT in Popular Education to promote and implement projects that facilitate critical thinking, emancipation, social awareness and

autonomy among other factors, that may contribute to strengthen the English curriculum by making the learning and teaching more alive and grateful processes.

The feedback about the activities held during the year 2015 was done by teachers, students, parents and school director's, they were invited to celebrate the students' books creation in a final presentation, as a result it was possible to evidence the importance of involving all the actors in the community to reinforce positive aspects and give to learning and teaching a sense of "celebration".

The activities proposed had as a basis the three principal components of emancipatory education (Freire, 1972): *The learners' active participation in the teaching program, the learning experience as a relevant issue to the learner, and the learner with a critical approach.* I considered that the results shown through the stages in this research, give evidence about the importance of constructing an English curriculum for 11<sup>th</sup> graders in the school de Cultura Popular with a pedagogical base on Popular Education in an attempt to agree with an emancipatory education and social perspective.

The first activity, elaboration of a book in English, was done with the intention to recognize the reality of the students, participants that were prompted to reflect critically about themselves, their contexts, friends, school, family, neighborhood and methodological procedures implemented during the year 2015. In regards to the second component that refers to make students aware of their realities, the situations that constrain their possibility to be critical and face the problems where their voices are heard, students felt pleased to develop the project as it was considered as something new and innovating to their classes. The last component is the praxis, that to Grundy (1991, p.161), it supposes a process of creation of

meaning as a social construction. Students' emancipation is seen as the autonomy and responsibility in an act of auto-criticism to turn themselves into the creators of their own knowledge. It was evidenced through the 11 sessions that were carried out in the school; students showed all the time their interest and compromise by doing and fostering what they like.

As it was mention before the next instruments were used as a resource to find evidences of weaknesses and strengths in the school and how the information obtained could help in the elaboration of an English curriculum for 11<sup>th</sup> grade.

#### **2.1.9. Documentary Evidences**

To understand in a deep way the circumstances that make part of the curriculum at the school and the possibilities of change to enrich the methodologies that can be implemented in all the cycles, it was taken into account the Pedagogical and Institutional Project (P.E.I) and the socio-economical study of our community; it is also done in an effort to evidence their characteristics in regards to Popular Education and the creation of an English curriculum for 11<sup>th</sup> grade with a social sense.

*Pedagogical and Institutional Project (P.E.I).* In this section are pointed out the main characteristics found of the Pedagogical and Institutional Project (P.E.I), and the socio-economical study of the school de Cultura Popular as opportunities they offered to the curriculum improvement based on Popular Education foundations.



<b>(P.E.I) CHARACTERISTICS</b>	<b>POPULAR EDUCATION</b>
<p>1. It is based on: participation, living together and productivity.</p>	<p>Huidobro (1980) relevant aspects in popular education.</p> <ul style="list-style-type: none"> <li>a. The students and teachers interaction procedure in Popular Education is in group, with a cooperative sense, organized and democratic.</li> <li>b. Popular Education is linked to action.</li> </ul>
<p>2. School challenge: the autonomy as an act of thinking to create spaces of analysis about the organizational dimension.</p>	<ul style="list-style-type: none"> <li>c. Popular Education and its objectives and programs lead to a permanent questioning, planning and evaluation.</li> </ul>
<p>3. Procedure model to consolidate the institution: to collect and process important information, consolidate work-teams and “learn by doing” to establish the school’s vision its objectives and values.</p>	<ul style="list-style-type: none"> <li>d. Popular Education looks for the personal growth through the interaction with others.</li> </ul>

<p>4. School's Mission: The institution promotes, orientates and facilitates the educational growing as autonomous individuals, capable to work in group to solve problems in order to transform themselves in leaders to be participants in the social development.</p>	<p>e. Popular education offers the ability to assert ourselves as autonomous individuals.</p>
<p>5. School's Vision: one of the main principles is to consolidate the school as a modern and innovating entity, which may offer an education base on productivity and social justice.</p>	<p>f. Holliday (2012): it is important the creation of "another possible world", with the new paradigm, men and women are the main characters to have a different education that respond to the needs of every one, with a democratic and equity sense</p>
<p>6. The curriculum: its main objective is the establishment of the mandatory areas and fields of knowledge. The objectives concerned to the Language Department are the development of language skills and the opportunities to express themselves in a free context.</p>	<p>g. Ghahary (2011) in order to facilitate learning, teachers must help students develop skills and processes relevant to their course of study as well as everyday life.</p> <p>h. Students must be encourage looking beyond common assumptions and stereotypes and instead try to apply a</p>

	<p>critical perspective in a constructive manner.</p> <p>i. Critical attitudes lead teachers to a pedagogy of co-enquiry with students and in a continual reflection on teaching practices.</p>
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*School's Socio-Economic Study.*

<b>CHARACTERISTICS</b>	<b>POPULAR EDUCATION</b>
<p>The socio-economical study in the year 2014-2015 presents some social and economical conditions inhabitants of this part of Bogotá have. Some aspects to consider in this research are:</p> <p>a. Most of them belong to the zone Puente Aranda.</p> <p>b. The majority of Inhabitants belong to the three social strata, the 94.7%.</p> <p>c. Inhabitants are employees of the industrial sector.</p> <p>d. Approximately the 18% of students' parents have not finished secondary studies.</p>	<p>a. Popular Education emerges from the participants' reality, their concrete historical position that facilitates the awareness in relation to their economic and social location.</p> <p>b. Popular education as an alternative to generate social change to Freire (1972) there will not be social change without an education based on liberation. (p. 4).</p> <p>c. Popular Education as the possibility of a new world born from those who are excluded from society.</p>

e. Parents and students are interested in continuing tertiary education.	d. Popular education is defined as the Pedagogical and social processes that look for overcoming the relations of oppression, domination, discrimination, inequity and exclusion and work exploitation.
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Those activities described above and developed during the 11 main encounters during the year 2015 with the participants in this research, and the analysis of the documentary evidences really helped the researcher collect information about the social, cultural, economical, life expectations and interests of the community and students that make part of the school de Cultura Popular. In that way, it was possible to reach the main objectives that were: first, to unveil students' perceptions on social, economical and cultural needs and interests to give them a position into the curriculum.

Second, to constitute the theoretical framework to understand the different conceptions that curriculum has and the implications of Popular Education in the school. And finally, to implement the English curriculum with a social sense that may offer real possibilities of educational growing to 11<sup>th</sup> grade.

Furthermore, to give answer to the research question of this proposal that consisted on identifying the characteristics that may have the design of a socially responsive English curriculum for eleventh grade. The objectives of this research responded to an emancipatory curriculum with a social sense and with an orientation in Popular Education.

It is important to say that the English curriculum for 11<sup>th</sup> grade until the year 2014 responded to a curriculum based in content, e, g, there is a list of grammar features into the curriculum, the school has not reached, in a significant way, the English levels having as reference international standards established by the Ministry of Education for middle education that correspond to a B1 and B2 levels.

Additionally, it is also important to say that most of the students that finish secondary education in the school did not take advantage of opportunities as grants offered by different institutions to continue their professional studies. So, it was important to evidence possible changes to the curriculum in an effort to make the community real participants in the school life. From that context emerged the researcher interest in identifying other possible construction of curriculum to respond to our community's needs, interests, likes, economic and social conditions in the zone of Ciudad Montes, where the school is located, and take them into the curriculum for 11<sup>th</sup> grade at the school de Cultura Popular and make from this research an opportunity to other teachers in other cycles to contribute in the fulfilments of an education with firm characteristics of democracy and participation.

#### **2.1.10. Findings**

From the methodology implemented and the instruments designed, (TJ), (SB), for teacher's journal and students' book respectively, to collect data, it is important to point out that this research was designed to identify the main characteristics of an English curriculum to eleventh grade at the school the Cultura Popular, having as a pedagogical base the curriculum with a social orientation based on Popular Education with an emancipatory tendency, considering students' socio-economical, cultural needs and interests. To this research was

selected a group of 36 students, they were labeled as (S1) to (S10), student number 1 to student number 10.

After analyzing the information gathered, by following four main activities established by Freeman (1998, p. 101) that make up data analysis to know: naming, grouping, finding relationships, and displaying. I found that there are some common aspects to the 10 students' books selected at random and the teachers' journal, that were classify in five main categories which have emerged from the data collected.

#### **2.1.11. Categories:**

1. Motivation.
2. Participation.
3. Creativity.
4. Social awareness.
5. Autonomy.

2.1.11.1. Motivation. The first category referred to motivation is a general one presented through the development of the project. Since the first meeting with the students, they showed a great interest in developing different activities related to teaching-learning English, as a first step to give solution to the situation to the current situation presented in the school. It means the low results presented in different tests as "Pruebas Saber" during the last 12 years in the school. In the TJ number 1 is found that students were surprised by the idea of discussing about the topics and methodology to be followed during the year 2015:

TJ: *“Students are grouped and started generating ideas to be implemented in the English class”.*

S8: *“que las clases fueran más lúdicas...que nos dieran clases como si fueran en serio de la universidad, con más disciplina.”*

They felt really motivated due to the fact that their ideas would be part in the design of the English class for the year 2015, considering aspects that came up from their interests, to that respect:

TJ I and S6: *“yo opino que si el colegio fuera más disciplinado, fuera más efectivo el aprendizaje...disciplina, control y responsabilidad.”*

S7: *“sé que el que no hable inglés se jodió, por eso quiero practicar el idioma para tener más oportunidades de trabajo”.*

From the discussion during the first meeting with the students, their motivation was oriented to creating a book in English where topics as: who am I? My family context, my neighborhood, my school, my friends and my English class methodology for 2015 were selected to start working.

2.1.11.2. Participation. As a researcher I could observe that an important aspect that triggered students' participation on an English project with these characteristics was connected to their motivation to learn something new, to this respect:

S5: *“las clases me agradan ya que practicamos más el vocabulario y aprendemos más palabras y más cosas no como antes que solo aprendíamos el verbo to be”.*

*TJ 3: the inclusion of students in projects where their likes and interests are presented lead students to have a sense of compromise in developing the activities proposed.*

It is also important to say that all the participants finished the project; they were active in the process by taking advantage of the different sessions in the school and the teacher's orientation by being in a constant attitude of improvement. To this aspect:

*S4: "el inglés me parece muy importante ya que sirve mucho para conseguir mejores empleos y más oportunidades. En el futuro el inglés será de mucha importancia si estados unidos continua siendo una potencia mundial".*

It is evidenced the importance the participants gave to participate in advancing in the learning process of a foreign language as English.

The participation was also evidenced in the final activity programmed in the tenth meeting, the activity refers to the presentation of their "books" (see Appendix G) in a book festival in the school, and it was celebrated on November the ninth. It counted with the whole participation of the group selected to conduct this research, the felt really motivated to participate in the final activity to show, support their final product and express their ideas about their work during the year 2015.

2.1.11.2. Creativity. To this research students were free to expose all their creativity, so, during the process appeared other kind of activities proposed by the participants, as the elaboration of videos telling about their spare time and the English project in general, students demonstrated a great creativity elaborating their videos by including some technology as: the



creation of a page in Facebook called “English project1115” to upload their videos and shared them in class, they expressed ideas as:

*S2” me gusta la clase porque son dinámicas las temáticas planteadas, porque no es solo copiar y escribir, es más dinámica con los videos”.*

*TJ 4: students are interested in creating a page in Facebook “English Project 1115”to upload videos to talk about their free time and English classes. They are free to create it as they want or consider effective to communicate their feelings in English.*

The use of the technology appeared as a referent to be considered it into the “topics”, and in the design of the English curriculum due to the fact that it showed a great acceptance within students, as a generator of confidence, motivation and participation. Some students feel comfortable elaborating the video in a different space that from the school context.

2.1.11.2. Social Awareness. In regards to this category, all the topics selected by the participants and mentioned beforehand, helped to identify their social characteristics and make them part of their contexts. Students were free to talk about their families, friends, school, English classes, neighborhood, and themselves. Some of the main findings were:

*S1: “mi barrio es un lugar espectacular para vivir”*

*S2: “mi familia tuvo un nivel de educación bachillerato, no continuaron por causas de oportunidades y de apoyo económico”.*

*S3: “de mi barrio no me gustan las peleas constantes de los policías con los ladrones...al lado de mi casa hay dos tomaderos, y los carros estacionados por todos lados, y las campanas de la iglesia”.*

*S4: “la amistad sería más perdurable si los amigos viviéramos más cerca.”*

*S5: “estar en grado once acarrea mayor responsabilidad”*

*S6: “para poder casarme tengo que tener mi carrera ejercida”*

*S9: “creo que el inglés es el futuro al igual que la tecnología.*

*TJ’s 6: “group discussion about topics related to students’ relevant attitudes toward their families, different contexts as the school and neighborhood”.*

*TJ 8: “students present the results of the group discussion and make oral presentations on their different social contexts”.*

*S10: “debemos de valorar el colegio, y todo lo que se puede hacer con nuestro empeño”*

2.1.11.2. Autonomy. This category is evidenced throughout the design and implementation of the different activities that the participants agreed on under the teacher’s guidance. Since the first moment they were the only creators of their stories, the ones who reflect on their social, cultural and personal realities with an opportunity to record them into a book in English. To show all their creativity in the elaboration of the video, book designing and in the selection of the information that could share in the book under the premise of confidentiality. The role assumed by the teacher was the one in permanent interaction with the

students to facilitate their creativity in a constant reflection to offer them opportunities of improvement and self-confidence in their learning process. To questions like:

*S10: “profesor, ¿cómo hacemos el diseño del libro?”*

The research and teacher answer was the one to:

*TJ 9: “Do it as you want and prefer. Do not worry about it. Surprise me”*

From those categories presented above, I can next underline some of the characteristics that a curriculum for 11<sup>th</sup> grade may have in the context of the school the Cultura Popular as conclusive elements that came up through the design and implementation of the different activities under the prompts of Popular Education and the features of a socially responsive English curriculum.

### 3. CONCLUSIONS

Therefore, the outcomes, contributions, learnings, and implications to the Curriculum of this research are given by the research question, main and specific objectives proposed in this investigation. I can say that according to the research question that was to define the characteristics that may have the design of a socially responsive English curriculum for 11<sup>th</sup> grade at the school de Cultura Popular by taking into account students and teacher's attitudes towards the curriculum and aspects that make part of the Institutional and Educational Project; the most relevant results to be connected to the curriculum for 11<sup>th</sup> grade, in the specific context as the one of the school de Cultura Popular are described next; firstly by presenting the students, secondly teacher and finally the P.E.I's features to conclude with the general aspects that a curriculum with a social tendency may have:

#### In regards to the students:

1. Students in media education, cycle 5, have an important background about the English language. The most important is to look for strategies to evidence that "knowing" through original tasks as the one proposed in this research.
2. Using posing-problem strategies into the classroom as a strategy to develop critical thinking, to identify with certainty our students' social, cultural, economical worries, etc.
3. Students as real participants in the construction of a curriculum where the activities lead them to fulfill their English class expectations: teacher provides opportunities of participation by constructing a curriculum based on students' interests.

4. A curriculum with a sense of emancipation make students critical of their reality and own creators of their individual history. In that way, their voices are heard and lead teacher to make a more conscious ELT planning.
5. Students feel motivated to carry out activities that account for their personal growing and language learning when their interests are evidenced in the curriculum.
6. Students' orientation in the process of creating autonomy and responsibility by generating spaces of dialogue, cooperation and creativity development.

In regards to the English teacher:

1. Teacher with a wider vision and mission of the ELT process; as a researcher he/she has the possibility and the disposition to offer conditions of innovation into the classroom.
2. Teacher is also in disposition to put all his/her knowledge to the students' benefit.
3. Teacher's permanent interaction with students helps overcome difficulties. Teacher apart from being a researcher also assumes the role of motivator, mediator and guide, the role of authority is turned into cooperation.
4. The act of emancipation is an opportunity to think about the school reality and context to identify problems and possible solutions.

In regards to the Institutional and Educational Project (P.EI):

1. Taking advantage of the school's Mission and Vision where there are elements related to social change as those referred in its principles; participation, living together and productivity.
2. Inclusion of projects, as this proposal, that responds to the community and school's interests.

3. The P.E.I offers opportunities of autonomy to teachers in the elaboration of curriculum. There is not a model to be followed.
4. Elaboration of projects under a critical approach to generate social awareness.
5. The school's emancipation to concrete its Mission and Vision in a more realistic way is established by adopting changes to the curriculum to offer educational opportunities to teachers and students. It is the case of treaties with private entities to reinforce the curriculum in itself.
6. The evaluation is seen as an opportunity of improvement by identifying difficulties and implementing pedagogical strategies to overcome them. It is seen not as a requirement from the ministry of education but as a way to reflect upon school's weaknesses, strengths and opportunities of change.

I can say that this project is a concrete possibility to strengthen the name of the school de "CULTURA POPULAR" as an entity oriented in all instances to reinforce the methodology of Popular Education due to the fact that the elaboration of a curriculum for the school under emancipatory ideas is a favorable circumstance to help in the reconciliation process that Colombia is going through.

Consequently, the new English curriculum for 11<sup>th</sup> grade at the school de Cultura Popular is now based not only on grammar aspects that make part of the curriculum but also and the most important on our students' social context, learning interests for ELT, the Institutional and Educational Project (P.E.I) main features, and the role of teacher with a critical vision of the social, political, and economical circumstances that surround the school. Throughout the elaboration and implementation of this research, it was possible to identify a community with a great variety of social backgrounds, but actually, the most important is to

take advantage of their English knowledge as an excuse to make them participants in the identification of their reality and make them aware of the possibility of change through educational projects where their experiences can be exposed responsibly as raw material for learning.

Students' learning interests at the school have as common direction to have a better social, professional and economical condition; more specifically, to have access to higher education, to have job opportunities related to their field of action, students consider that in Colombia many people do jobs without any relation to their educational orientation.

In the process of unveiling the students' perceptions on social, economical, cultural needs and interests to give them as position into the curriculum, the English curriculum must guarantee the students' participation in its elaboration by conducting cultural, artistic and sport projects. Students' participation in "centres of interest" fosters their autonomy by having the opportunity to select any of those centres that covers their personal interest. The curriculum flexibility may offer opportunities for their interests in urban rhythms as Rap, Hip-Hop, learning English songs by activities as karaoke, music, football, theatre. Students at Cultura Popular also like to participate in events like telling stories, going to the cinema, activities where the families can be reunited as leaving home to have dinner to different places as shopping malls or touristic places. Being with their families is a predominant aspect to our students, especially to be with their mothers, the father's figure is not present in the majority of the students. It is also valuable to say that our students like the school; they consider that it is a good place to be because of the teachers' methodologies implemented by almost all of them.

In my opinion, the inclusion to the educational system is not only the school responsibility but also the governmental entities. There is the need, according to our students' perceptions to provide the public educational institutions with enough economical and specialised human resources to deal with situations of drugs, violence, displacement and learning difficulties. As a teacher I feel not to be prepared professionally to deal with situations like those in a more responsible way.

So, the conclusive features of the English curriculum for 11<sup>th</sup> grade at the school de Cultura Popular, that give answer to the research question of this investigation, came from the analysis of the theoretical framework construction, the 11 main encounters with students, the results of the research stages, the analysis of the socio-cultural conditions and the pedagogical orientation based on the Institutional and Educational Project that the school has.

It is important to say at this stage that the characteristics are directed to 11<sup>th</sup> grade as an opportunity to make them evident in the curriculum and may serve as a referent to other cycles in the context of the school de Cultura popular in a near future. It is my responsibility to promote among teachers the importance of projects like this as a form of educational improvement not only in a local instance but to the general educational system.

<p><b>CHARACTERISTICS OF A SOCIALLY RESPONSIVE ENGLISH CURRICULUM FOR ELEVENTH GRADE AT THE SCHOOL DE CULTURA POPULAR</b></p>
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|---|
| <ul style="list-style-type: none"> <li>• The English curriculum locates teacher as a researcher, to reflect on how a group of individuals behave in a determine situation. They are also counselors and monitors of the educational process.</li> </ul> |
|---|



- The construction of the English curriculum involves teachers, parents, learners, governmental entities. Considering the social context, learners' realities, institutional and governmental aims.
- The content of the English curriculum is guided by activities which allow learners to raises awareness of key issues in their society to analyze and evaluate problems in the world, including their lives, communities, states and nation.
- The proposed activities in the English curriculum create in students a deep and abiding passion about how they live their lives, about the fate of others, and about the world around them, to facilitate them to find their voices, to think about their own thinking in an attempt of emancipation.
- The objectives of the English curriculum are grounded in the students' needs and expectations, their social context and priorities.
- The English curriculum is focused on the recognition of learners as human beings, their body, their way of thinking and acting in different spaces that show them how they behave and make them aware of possible improvement. The autonomy emerges to facilitate changes.
- The English curriculum gives the classroom the category of a space where learners make a personal identification of themselves, their emotions and feelings.
- The English curriculum promotes the acquisition of knowledge that has significance and relevance in solving critical and everyday problems.
- The English curriculum promotes the interaction among teachers and learners that is aimed at transformation by learning of their own reality being critical of their social context.

- The evaluation in the English curriculum is seen as an opportunity of improvement.
- The English curriculum permits permanent change in a process of innovation.
- The English curriculum promotes autonomy, justice, democracy, solidarity, equity, participation, living together, production and respect to the environment.
- The English curriculum facilitates interaction with others for personal growth.

As a proposal to be followed that may contribute to evidence the characteristics of a socially responsive English curriculum is the one that accomplishes the next stages:

1. Awareness: What they know.
2. Motivation and improvement: You can do it do better.
3. Identifying students' commonalities and differences: What aspects make them original?
4. Planning and designing activities: What they can and like to do in an L2.
5. Evidence results: final product of students' personal creation.

With regards to the main objective, I can also say that it was possible to re-design the English Curriculum for eleventh grade at the school during the year 2015 by applying those characteristics that may have a socially responsive English curriculum and that is involved in Popular Education; during the 11 main sessions that were carried out during one year; following the stages presented beforehand.

On the other hand, according to the specific objectives, the elaboration of the theoretical framework helped me see the curriculum, following Elliot (1991) as an opportunity to be a researcher, to see it with a wider vision and Stenhouse (2003) that proposed the possibility of curriculum improvement guided by the improvement of teacher's

art. On the second hand, to know, understand and apply the implications of Popular Education in the school as a form of emancipation in the search of liberating from constraints that make more difficult to confront the reality and that looks for people's wellbeing and as well as the development of their creativity and potentials. The main aim of it is to contribute to social change and strengthening relations among people based on respect, equity, tolerance and equality. Those aspects were evidenced when students presented their ideas about the different topics proposed to create their "English book", every class was an opportunity to reinforce aspects as respect and tolerance mainly.

It was also possible the implementation of the curriculum with a social tendency to offer to the students during the year 2015 a new perspective of English as an important aspect into their lives to know and understand their interests, likes and expectations by creating a class environment that promotes participation, self-criticism, co-learning, responsibility and autonomy.

In addition, an important element to highlight into the conclusions is the students and teacher's emancipation, due to the fact of being separated from a tendency in the school of following a methodology that had a content orientation to a new vision of English where students are the main actors in the construction of knowledge. Through the elaboration of the Students' books, they were aware that learning or improving English is a process where the main elements are their passion for learning based on their personal interests and concerns.

And finally, it is very important to change the common teacher's role at school, the one who has the knowledge, to be the person who also shares and guides the learning process at school. I consider that it is the first step to have a critical point of view in front of the reality that surrounds the institution, to determine the real opportunities that it may offer considering

the students' social, economical and cultural context to guide them in the process of the construction of their own future with permanent possibilities of personal and professional improvement.

As impact of this research, I firmly believe that a curriculum with a social orientation opens the doors to a permanent constructive dialogue to create a more tolerant society, able to confront problems of inequity, injustice and social division, in order to fight for a better social and economical stability, to recognize our cultural identity. A socially sensitive curriculum will also settle the basis of a school environment oriented to inclusion and respect to difference. In other words a curriculum that resembles the ideas behind the speech of Jaime H. Garzón Forero (1997) about respect and tolerance in a conference held at Corporación Autónoma de Occidente, Cali Colombia.

*“Nadie podrá llevar por encima de su corazón a nadie, ni hacerle mal en su persona aunque piense y diga diferente”.*

So, the English curriculum may offer possibilities to understand and to be more tolerant and respectful to those who think and act different.

Finally, as contribution to knowledge I can signal that the construction of a curriculum goes beyond technical procedures. It deals with emotions, feelings, fears, dreams expectations, plans, real life, social context, in short with human beings.

In so doing, this research offers possibilities to continue doing research, due to the fact that the curriculum elaboration is in permanent change in the same way as society and peoples' way of perceiving their realities. It is the researcher's intention to make of this kind of research a model to continue its implementation in other cycles in the school.

#### **4. FURTHER RESEARCH**

The main concern that gave origin to the elaboration of this research was the teacher's worry about identifying the reasons why students in general, could hardly demonstrate their English improvement when initiating middle education (cycle 5) after approximately five years in secondary school.

It was important to notice that the curriculum for that cycle was designed just under a content orientation. So, it was an opportunity to identify other elements into it to help students to see English with a different perspective due to the fact that students in that cycle are near to finish secondary studies and confront a different reality. In so doing, the curriculum turns into a bridge between middle education and a new world. It is the opportunity to change the vision of English into the school and make it as an opportunity to see English as a useful subject into their lives by including in its design the students' voice.

For those reasons, it was necessary to transform the curriculum for eleventh grade and give it a social sense as a tool of emancipation in the sense of making students critical individuals to be aware of the world, the opportunities and the recognition of students capable of creating their own history.

The vision of curriculum with a social sense is an opportunity to change students' perception of English as a subject that is not learnt appropriately during the time they are enrolled in the school programs. The teachers' role turned into a more reflexive act into the school, this research gave me opportunities to have a vision of a researcher who looks for better opportunities to offer to students at school.

With this socially-oriented research, it can be said that when teachers also act as researchers, institutions may not only offer opportunities to improve students' skills, but also

to help them recognize their reality and transform it. The community and school may have the opportunity to follow a common direction, to look for common interests.

As relevant aspects to reinforce in schools based on this research I could signal:

- The implementation in the methodology, for class interaction the Posing-Problem in a deeper form as a generator of critical thinking among participants in the school.
- To look for opportunities the school' social context offers to make all the community participants in processes of change.
- To continue making English language teaching work as a facilitator in the construction of realities to other cycles in the institutions.
- To recognize teachers and students in the same position. It means as “agents” in the transformation of realities and the construction of history.
- To involve the different cycles at the school in projects that permit students to express their emotions, constraints and expectations as a possibility to generate changes in their personal, social, cultural and economical contexts.
- To promote the “Popular Education” as a pedagogical tool, regardless it is a very ideological and political tendency, which may conduct students and community in general into a process of recognition as agents of social change.

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## 6. APPENDIX

### APPENDIX A. ENGLISH LEVELS DESCRIPTORS ACCORDING TO THE COMMON EUROPEAN FRAMEWORK.



Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/her and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.



Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.



Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language

is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.



Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.



Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.



Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely.

## APPENDIX B. ENGLISH SYLLABUS

### COLEGIO DE CULTURA POPULAR I.E.D.

Formamos para la participación, la convivencia y la productividad

ACADEMIC GENERAL PLANNING 2014

AREA: ART/COMMUNICATION – ENGLISH GRADE: 11°

FECHA	TEMAS	LOGROS	METODOLOGIA Y RECURSOS	REFUERZO Y EVALUACION	TIEMPO
F I R S T  T E R M	Unit 1  Clichés. Stereotypes. Lifestyles.  Making oral presentations  Vocabulary: Types of people, beliefs, activities, personal appearances  Vital processing. Pollution. Alcohol and drug abuse  Vocabulary, spelling, time.  <u>The construction of the english syllabus is based on grammar aspects mainly.</u>	Identifica las palabras clave por asociación de verbos y sustantivos en texto escrito  Usa nuevas vocabulario y comprende la formación de estas cuando se combinan y las usa adecuadamente en sus presentaciones orales.	Desarrollo de talleres en forma individual o de grupo.  Realización de ejercicios de escritura donde se evidencia aspectos generales o específicas de los diferentes temas propuestos	Estar en capacidad de expresar de manera personal sus creencias y sus diversas formas de pensar  Reforzar vocabulario visto en clase  Revisión de talleres y trabajos  Elaboración de texto escrito en inglés para expresar opiniones de los contenidos vistos	El tiempo estipulado para el desarrollo de los contenidos propuestos es de 8 semanas

## APPENDIX: C PEDAGOGICAL ACTIVITY

### THINKING CRITICALLY

Topic: Culture of peace

Grade: 11

#### Justification:

It is necessary to make students aware about the diversity of people that are found in a school context, in so doing we can understand the importance of being different.

#### Specific objectives:

1. To identify the importance of the characteristics that makes people different as human beings.
2. To think about the influence of stereotypes when people build relationships.

#### **Recipe Of Hate - Poem by Kevin Patrick.**

Mix	of stigma	add two	Insert a variety	Indiscriminate
half a cup	Combine it in	tablespoons	of	persecution
of Ignorance	with	of Pride	preconceived	Taunt and
With	ethnocentric	With	stereotypes	deride
half a cup	bunkum. The	blindly	With a full	Whose ever
of dogma	kind	partisan	glass	strange in your
	that wins	beliefs	Of malicious	eyes
Then roll it	the grand prize	Fuse it in	discrimination	This is a
till it's	for	with an ounce	Then Let it	Recipe of Hate
seasoned	paternalistic	of social	simmer to	
Into a melting	discrimination	ostracism	There is	
pot	Now			

Learning strategies: Introducing the topic, in groups of 4 students discuss about their physical, social and emotional differences among them.

Read and discuss: "Recipe of Hate".

Plenary: What is the importance of being different? What characteristics do we look for when meeting people? Do we have stereotypes? How do stereotypes influence on my social relationships? Why do we have stereotypes? Have you ever been discriminated?

What possible solutions do we establish in case of discrimination in our school?

## **APPENDIX D. CONSENT FORM**

Bogotá Marzo 2015

Señora rectora:

**ROSA MARÍA BAUTISTA**

Colegio de Cultura Popular.

La ciudad.

Reciba un cordial saludo, la presente tiene como objetivo darle a conocer las diferentes acciones que estoy adelantando dentro de la institución encaminadas a desarrollar mi tesis de Maestría en Educación en la Universidad Libre de Colombia en el presente año. Dichas actividades se adelantan con los estudiantes de grado undécimo y tienden exclusivamente a la recolección de información relacionadas con sus intereses y necesidades sociales y culturales que puedan ser ejes primordiales en la elaboración de un programa de inglés donde esas necesidades e intereses de nuestros estudiantes sean incluidos.

Por otro lado solicitarle permiso para hacer uso de información del colegio con fines exclusivamente educativos y de carácter confidencial, como lo son los estudios de caracterización socio económico de nuestra comunidad educativa, el diseño curricular y cualquier otra a la que sea posible tener acceso.

Es de anotar que se cuenta con las autorizaciones firmadas por los acudientes de los estudiantes.

Atte., Docente de Inglés Orley Cruz Arcila C.C 173553

## **APPENDIX E. ICFES RESULTS AT SCHOOL DE CULTURA POPULAR**

### **Resultados Prueba Saber Colegio de Cultura Popular 2014**

COLEGIO DE CULTURA POPULAR

**TENDENCIA DE INGLÉS EN LOS ÚLTIMOS 12 AÑOS**

**JORNADA MAÑANA Y JORNADA TARDE HASTA EL AÑO 2008**

"Formamos para la participación, la convivencia y la productividad"

***ENGLISH LANGUAGE RESULTS IN “PRUEBAS SABER”***

***DURING THE LAST 12 YEARS.***

<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
44,19	43,85	45,06	44,44

<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
46,30	44,63	45,19	45,19	45,16	51,06	45,26	46,25	45,43	50,00

The tendency that shows the results in “Pruebas Saber” to English is of improvement, the ranges are between 40 and 50 points in average. The results locate the students in an A1 or A2 level according to the Common European Framework.

**Average until 2014: 45.86 points over 100.**

Fuente:

Coordinador Media Fortalecida

**Resultados Prueba Saber Icfes consolidado**

Víctor William Cordero

## APPENDIX F. SCHOOL DIRECTORS' PERMISSION

### FORMATO DE AUTORIZACIÓN

Proyecto de investigación:

**A Socially Responsive Curriculum: An Alternative for ELT in “Popular Education”**

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Apreciados acudientes de estudiantes grado undécimo.

Este periodo académico planeo implementar, con el consentimiento de la Señora rectora de la institución educativa de Cultura popular, el proyecto de investigación A Socially Responsive Curriculum: An Alternative for ELT in “Popular Education.” El cual será requisito para finalizar mis estudios de Maestría en Educación, que actualmente estoy adelantando en la Universidad Libre de Colombia.

El proyecto busca identificar las diferentes condiciones culturales y sociales de nuestra comunidad educativa, los aspectos sociales culturales de mayor relevancia en nuestro contexto. En segundo lugar, se pretende diseñar un programa de inglés para estudiantes de grado undécimo que responda a los intereses y necesidades que presentan nuestros estudiantes en el contexto de la localidad.

De igual forma, este proyecto servirá para determinar la importancia que la inclusión de estos aspectos en un diseño curricular puede tener en una institución como el Colegio de Cultura Popular.

La recolección de datos se llevara a cabo durante un semestre. Esta recolección se hará por medio de observaciones, toma de notas, entrevistas, muestra fotográfica y/o reflexiones escritas por parte de los participantes. Su participación en este proyecto es fundamental y es de carácter voluntario. A todos los participantes se les garantizará:



1. el uso de nombres ficticios para mantener su identidad en el anonimato.
2. estricta confidencialidad con la información que se recolecte.
3. que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales.
4. la oportunidad de verificar las declaraciones hechas en diferentes etapas del proyecto donde usted ha participado.

Agradezco su autorización para contar con usted como participante en este proyecto.

Cordialmente,

Nombre: \_\_\_\_\_

Orley Cruz Arcila

Firma: \_\_\_\_\_

Investigador

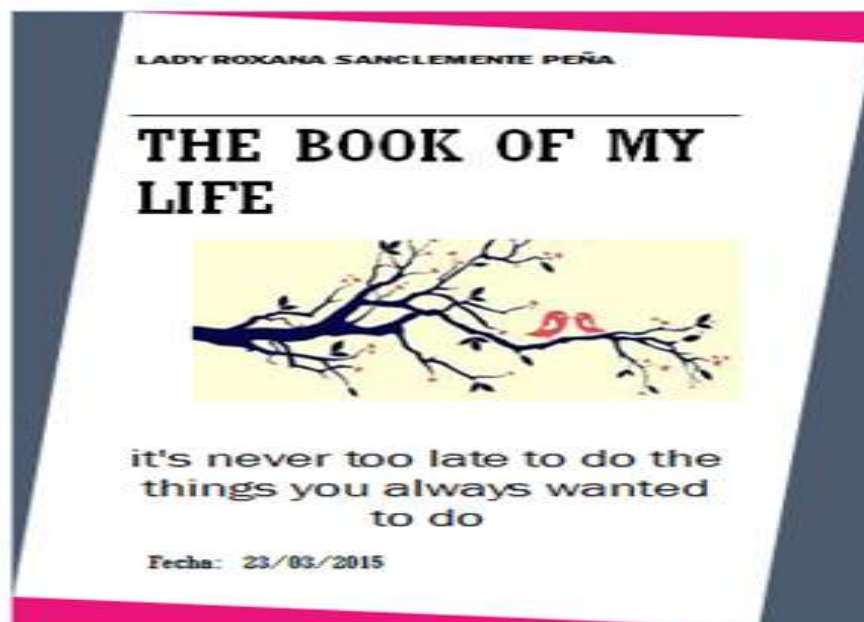
Fecha: \_\_\_\_\_

*Nota: si usted es menor de edad se solicita la firma por parte del acudiente.*

## APPENDIX G. CRONOGRAM

Dates Established For the 11 sessions During the Year 2015.	Students' Books Dissertations. 2015
Session N° 1: January 20 <sup>th</sup> .	First Term: From January to April.
Session N° 2: January 23 <sup>rd</sup> .	First dissertation: April 1 <sup>st</sup> to April 6 <sup>th</sup> .  Chapters one and two.
Session N° 3: January 27 <sup>th</sup> .	
Session N° 4: February 12 <sup>th</sup> .	Second Term: April to July.
Session N° 5: February 19 <sup>th</sup> .	Second dissertation: June 25 <sup>th</sup> to July 3 <sup>rd</sup> .  Chapters three and four.
Session N° 6: February 26 <sup>th</sup> .	
Session N° 7: March 5 <sup>th</sup> .	Third Term: July to September.
Session N° 8: April 9 <sup>th</sup> .	Third dissertation: August 27 <sup>th</sup> to Sep 10 <sup>th</sup> .
Session N° 9: September 17 <sup>th</sup> .	
Session N° 10: November 9 <sup>th</sup> .	Fourth Term: September to November.
Session N° 11. Final Assessment  November 18 <sup>th</sup> .	Final Dissertation: celebrating the "English  Day: November 9 <sup>th</sup> .

## APPENDIX H. STUDENTS' BOOKS



### INTRODUCTION OF MY BOOK

My Book is the place when i write about me, in this first chapter speak about me, my interest, and speak about my life, about the Lady than nobody knows.

My family is the chapter two, here speak about each of them, say meaning they have them for me and tell experiences with them, my family is the best of my life.

My friends is the chapter three, really my friends are my second family, by them I am happy, in this chapter speak about the meaning they have for me, my friend are a part very important in my life.

About my neighborhood not much to say, tell the history Of Ciudad Verde.

My School is the chapter five, in this chapter speak out my school, tell the history and more that, speak the moments happens in this place, the true, the school is my second home.

My vacations is the chapter six, here speak about I did in this time, my vacations of 2015 they were unforgettable.

In the last chapter, I will say the expectations about English class.

## AUTOBIOGRAPHY

My name is Lady Roxana Sanclemente Peña, I was born in September 04 1998, I have brown skin, maroon eyes, my hair is short, my lips are slender, I am a temper, arrogance, pride and cranky person, I like change something about me, how example my temper, and some other features physical, how have the hair long and the eyes more big.

**¿I like my?** The color of my skin, and I like much my smile, about personality I like being funny, curious whence I like learn new things.

When I was child I like go the park with my parents, eat ice cream and play basketball, in 2010 I started take classes of Music and in the 2012 learn sound Violin, sadly to middle 2013 I had leave the classes.

I'm a silent, autonomous, proud, cranky and neat person.

In this moment I am study in School Of Cultura Popular IED, in the next year access in the Colegio Mayor de Cundinamarca University and study law, and specialize criminal law.



ME



## MY FAMILY

It was time to talk about my family, my life, my family is everything, I have to admit that today there are many people who have a dysfunctional family, but this is not my case, actually, my family is the center of everything, talk a little about my family nucleus

My mom, she is my role model, born on August 14, 1970, and its 43 years of existence, has not stopped studying, he is a fighter, warrior woman, and although sometimes you touch put on chest to the breeze for no drop, it does, my mother is an accountant public, and now is doing two specializations, I actually admire.

My dad, he's my second role model, I love my dad, he is a man who in life you touched hard, and despite the thick and thin he has managed to get ahead, last year I think his company in Cali and has done very well, he would admire his desire to succeed and ability to solve problems

My brothers are the joy of my life, with which more I share it with Daniela, but Mayra and David, actually three, are the best there but sometimes fights beat us, I love that they have given me guidance I need to be better every day.

Rene Velandia already part of my family, has been an immense support in my life, every day I got up with a reason to smile and to get ahead, to him I thank you for that with his immense love managed to put a spin on my life, so many things and more, the longer is my family



family





friends



#### MY FRIENDS

¿Who my friends? They are the best persons I've met, are a support in the bad moments, I know 3 years ago but there is one that met this year, my friends are Dayana, Jefferson, Fabian, Angie and Daniela Tellez, I thank you for all they have done for me, with they I shared the best moment of my life.

Dayana there are many things protruding of you, are a wonderful, employee, I love your personality, I thank you for the friendship than we have, I LOVE CHULITA.

Jeffer I love much friend, are my best friend, thanks for all moments than we shared, are witness of my greatest joys, my worst moments, forever I will remember you I LOVE BABY.

Fabian, I like your personality, of you forever remember the longs conversations, I am you'll be a great person, I admire you. Even if you have not forgotten away anything we have experienced.

Angie, say than are the funny person, thanks for the mirth, the anger and all moments, I love chiquis.

Daniela, hears friend, I can bet you know me better than anyone, are a intelligent, funny and the best person I've met, few moment but the best, I love friend, thanks for all all all.

### MY NEIGHBORHOOD

My neighborhood is Ciudad Verde, I live in joint Papiro, my home is the place when can rest, two years ago I live in Ciudad Verde, is a citadel of soacha which it is composed of joints, constituted as macro project property 1,2 developed by the Ospina the town of Soacha (Cundinamarca), located in commune 3 of the pantry, north, east of the town, of the city of bordering Bogota- Bosa.

Inside Ciudad Verde there are:

- Mira Flores mall
- ICBF child development center
- Prado Verde mall
- Logroño park
- Uniminuto, Chiloe and other Schools.



### MY SCHOOL CULTURA POPULAR

The School Cultura Popular IED it arises from the merger of three local institutions 16(Puente Aranda) in 2002 National Institution School Cultura Popular which starter work in 1935, he become official after formed as joint education.

The school popular culture can say it is my second home that transition from study here, I've spent the best years of my life in this school and though often bored me to be here, today I can proudly say I graduated from this school, my teachers were 0-11 and will be the best.

Do not forget the nagging, the talks, as I did crazy things within these walls, for example, my first binge in physical education class, or you see that by mistake take pills schizophrenics in an integration course and not me remember anything, people tell me many things that I remember nothing, these and many other things are impossible to forget.

I am in this school from pres-school until the year of my graduation 2015, is a good institution.

# My vacations

On my vacation i went to stay in the house of my godfather, two godchildren over the, every day we did different things, for example on Monday we went to single market and we almost missed, it was very funny, on tuesday, we would go to Salitre Magico and We were children, then we ended up the theater watching the move intently on Wednesday, we went to the gym, actually-really, walked every, Sunday we went to Monserrate, but went wih all my family, to a nasty cold that day, the holiday Monday we went to Salitre Magico, that day if we could get for my mom joined us, was a very fun, since other week, to resume my violin lessons were learned a new song, was a memorable holiday



School





MY BOOK

FABIAN POVEDA

ENGLISH TEACHER

ORLEY CRUZ ARCILA

CULTURA POPULAR IED

2015

## INTRODUCTION

Welcome to my book , my story of my life , I hope that this book introduces you to my world , my life , my thoughts , my moments , my family , my friends , my personal life , the things surround me over the years , the things that tormenting my family and specially myself , I do not do this because is other homework more , I not gonna lie , in the beginning I look this like that , but in the moment that I discover that I can use this to let you know about me , about my family , my friends , the places that I go to , and my hobbies become more that a project become something personal and special , is really satisfactory , what I did with this , I really hope you enjoy this much as I enjoy do it.

In the first chapter you will encounter a description of myself but not like usually people do, but something real, special and really personal, things that never say and do but never had the courage to say to my beloved, maybe the most personal chapter in the book.

In the second chapter you will see the history of my two families, one from my mother side and the other from my father side, this chapter is full with a lot of moments that surrounds

my two families with despicable things, great moments and what I see and heard over the years about them, is most the painful chapter in the book.

In the third chapter I talk about my friends, my two legitimate friends , and how we meet and our relationship over the years and some moments that we lived together , is the most cheerful chapter in the book.

In the fourth chapter I talk about my school , the school that I studied all my life , I take to a memory lane through what I lived and saw there and my aspirations to the school in future years to the kids that will follow my and our lead , this is the most hopeful chapter of the book.

In the fifth chapter I talk about my neighborhood , you will relive some memories of mine living there and how was my childhood there and the place today , you will get a lot of surprises here in this chapter , this is the most like introspective chapter of the book.

And finally in the sixth chapter I will talk about my summer vacation, really this chapter has like nothing special but I will not it is interesting, is the shortest chapter of the book.

SO LET'S BEGIN THIS PATH.

## CHAPTER 1 : ME

I'm Fabian Poveda , i look deep into the mirror and i will tell you what i see , look , sometimes i'm a funny person , I suppose that the majority of time and I like to be on that kind of mood , but being honest i don't know why , maybe I like to keep my real emotions inside , I'm insecure person that afraid to the things that may the destiny or GOD has show me through time but always I asked myself how I still standing here , first of all I'm a very

emotional person , i don't have a very good family , I have been addicted to the drugs , I have to stay fifteen months immobilized due to a fracture in my right leg , i suffered a depression during that time , and I got to see so other many things in my life that have left me with emotional scars , do you have hear that phrase that says “the past is just that past , let it go”? , yeah I heard it , but sometimes that past or that memory of my past , really broken me to the point that I cry , i prefer to cry alone , why? , because it's more easy to do that , that cry in front of people that don't understand what I feel and what I going through in my life , they just say “Everything is going to be alright , don't worry” , sometimes I don't believe that , sometimes I just want to send people to hell for say things without knowing of the reason that I cry , do not get me wrong , I like to be around with people but for that reasons like my insecurities , my fear of life , and more things I'm with a very few people that maybe understand my emotions and my problems , the majority of the people do not understand that and is very uncomfortable talk to them or they think , say or judge me without knowing me , but despite of that I like to meet new persons , believe me I see all type of people in this eighteen years that I have lived , but the most of people that I know today is all because of the music , I'm a full addicted to the music , really , a really addicted , I love music with my hole entire life , music is life to me , is like my vital oxygen , you may not believe me but sometimes I think that you will get bored of write much things , I don't do it for my note of the class , I do it because in this I see a opportunity to let all that I have inside in this chapter , like you say “I don't want to old same autobiography , I want to you really look deep into the mirror and tell me what you see” , and this what I got , I not will tell you that I see a young man with some kind of thing in his leg and despite of his

disabilities that no let him do things that the normal people thing do , he's a kind of happy man , ¡NO! and a million times ¡NO! , I don't want to do a simple thing and you say "Well , it's alright" , and then everything is happy , I want to impress you and leave you to think about me in more personal way that even before , that you across to this work know my struggle , well , let's continue , shall we? , like I tell you before , music is my escape of my life , of this world , since I have memory I love the music , I like the emotion of it , is like very emotional and person for me , people don't understand that and really I don't want to they to understand that , jajaja , I think that the connection that the music and me have is unimaginable , look , if I knew a woman that is name is music , I would marry her with no doubt in my mind , that's how I love the music , in this point you would think that I'm crazy , I know , I know , is really understandable and the last thing about music that I have to say is that she saves me from fall in the pure and total depression several years ago and I will forever dedicated to the music for the rest of my life , what can I more tell you? , I have virtues and things that the people or me don't like , my virtues is I'm a very patient person , literally , and that I discovered two years ago with my first surgery in my right leg that the procedure lasted more that 9 months and I remember that when that finally over , like everybody want to be my friend and I ask to one friend of mine "What's going on , man? , do I win something or what?" , me and him laugh about that and it's very I don't know false or hypocrite because before that I was just "one in the million" person in the school and the fact that everybody is looking like I'm some kind of "a really important person" take me to distrust a little more the people in general , wherever , I really don't know more what to say , I think that I really take you in a hole new personal level with this chapter , I must say that I really do what you want to me to do and let you know that I live in constant under pressure

from my parents , friends , and a very few people that they are like mentors o something like that but you know what? , I like that pressure , I like that stress that those people or things give me because , they inspire me to do better things and strive better more than ever , everytime that I'm in that type of situation , I hope that this work help you to know more about me , to search deep into me and encounter more and personal things of my life , is really a pleasure to do this and thanks for give me the opportunity to do this , really , really , I appreciated because is very important to me to leave these things behind me and with these type of things , I really close a chapter of my life and this is just the begin of this project.

THANKS.

## CHAPTER 2 : MY FAMILY

In this chapter , i will talk about my family , i got two family's , one for my mom side , and the other for my father side , i will talk first about my family for mom side.

My family it is led by my great-grand mother Araminta and my great-grandfather Jose Antonio , my great-grandmother Araminta was born on December 22th , 1935 in Villa Pinzon , Santander and my great-grandfather Jose Antonio born on November 4th , 1932 in La Mesa , Cundinamarca , they met due to my great-grandmother moved with part of his family to La Mesa , she met my great-grandfather there and they fall in love very quickly , they started to lived together and they moved to Sesquile , Cundinamarca where they had 4 children , 2 aunts , 1 uncle and my grandmother : Margarita , Patricia , Ignacio and Stella.

They lived there through the middle 50's and the middle 60's but in the family had a grey cloud in them because my uncle Ignacio died at the age of 12 , when he and my great-grandfather were riding an bicycles , and my uncle fall with the bicycle and a bus hit him

pass through him , giving death almost immediately , sometimes I wonder how the family could be if he was still alive.

My great-grandparents moved to a town called Cachipay located in Cundinamarca , my great-grandfather buy a house there and they lived throughout the middle 60's and the middle 70's , they haved two daughters there , my aunts : Irina and Marta , my great-grandfather was happy with the “country life” away from the city but my great-grandmother was not , so my great-father finally decided to moved to Bogota in the late 70's to established in a neighborhood called Alcala.

In that time, my grandmother met my grandfather Oscar Bernal they haved to my mother Luz Greysy Bernal who was born on June 19 , 1978 , after that my grandfather left my grandmother with nothing so my grandmother was forced to back to basics to moved again with my great-grandparents , then my grandmother got a job so she left my mother with my great-grandfathers so it can be fair to say that my mother was raised for my great-grandparents.

In the late 80's my mother moved with my grandmother to the neighborhood called Los Sauces , in that time my grandmother had another kid , my uncle Jesus Falla , he was born on October 22 , 1984 , but suffer the same destiny that with my grandfather Oscar , my mother graduated at the Benjamin Herrera School in 1995.

In that time my grandmother met my real grandfather Javier Marin , since then she has been with him , I consider him my real grandfather because he do what my grandfather Oscar not , support my mother , grandmother and me , no matter what , throughout 1996 and 2010 my family was stable but the death of my great-grandfather due to Parkinson , left my family

with internal disputes and my family will never be the same after that , but however I love them , and I have a lot of respect for them.

Now I'll talk about my family for my dad side , my great-grandfather Guillermo Poveda born on July 6 , 1932 and my great-grandmother Blanca Alfonso born on October 22 , 1932 , they lived in the same town so they met each other in high school , years after that they started to live together so they had 3 children my grandfather and 1 uncle and aunt : Alirio , Miguel and Aura in prior months , they decided to move here to Bogota , they bought a house in the neighborhood called El Tejar , years after that , they had 4 more children , 2 uncles and 2 aunts : Eugenia , Martha , Roberto and Carlos , but the family had to pass through problems , like problems with liquor of great-grandfather , the physical abuse from my great-grandfather to my great-grandmother and their children , so that created some kind of machismo in the family and that thing always has been permanent in the family due to my uncles and my grandfather had to live and saw that type of things , so they were raised with the thinking that machismo is good for the family , anyways , all that will change due to the arrival of my uncle Arsenio , the brother of my great-grandfather Guillermo , so with him in the house , the tensions and the problems stop a little bit , my uncle bought a house in the neighborhood called La Alqueria , so they moved to that house and the kids were sent to study in the Julio Garavito Armero school only 3 graduated from the school , the rest didn't make it , my grandfather started to see a girl called Maria Bernal that later she will become my grandmother , they had 2 kids , first of the two are my father Ricardo Poveda born on April 12 , 1974 and my aunt Angela Poveda born September 20 , 1976 , but the problems between my grandparents started to show so my grandfather took the decision to leave my father with my great-grandfathers so I can say that my father was raised for my great-

grandparents , he will go to the Alfonso Lopez Pumarejo school to finally graduated in 1993 but my great-grandparents through his infancy and the prior years were very discipline with him , years pass but the really turning point for the family was the death of my great-grandfather last year , due to a problems with his heart , that moment will send the family to a spiral of emotions and sadness that still is there , but no matter what are the circumstances , we kept united and support each other , love my family.

Now , I'll will talk about my family , my mother and my father , my father and my mother met in a party that a mutual friend called Julian Pirajan aka Pirajan did in July of 1994 , they started dated and in December 29 , 1996 , I was born , but not everything was happiness , my parents was passing a very difficult time economically , my grandmother was sick and she was diagnosed with stomach cancer the same month that I was born , she died 6 months later and I can't remember anything of her , her face , her voice anything , I don't have any photos of her , but she's been always in my mind , I wonder how my life would be if she's still alive.

My father got a job in Bancafe and he was gain lot of money so in that time , we lived good , my mother started to work in PVC Gerfor , and the money grows even more , but don't get me wrong , we're not rich but still was comfortable but we got robbed in 2001 and we got to start all over again , my mother resigns and my father get fired but get a job thanks to the help of the friend of his , to 2001 to 2003 was very difficult for us , I remember haved sleepless night with the thought that I was a "error" in my parents life , we're so poor in that time that the only food that we ate was spaghetti with "aguapanela" , because the paid that my father got with the job , only reached the necessary in the home.



After 2003 my mother got a job , and the family economically was stable since then but the personal problems between my father and my mother started to grown even more , to reached the point that affected me in some way emotional and mentally , my father was abusing the liquor much and my mother was suffer stress permantly , and that things combined was lethal for the family connection and my emotional stability , was argued other argued and my father was really abusing the liquor to the max.

I was able to get things out of my chest , but I don't want to got to more details , the case is that in this time , we suffer highs and but I love them so much no matter what happens and all the fights that we haved , I will always support them and love them until the end of time.

### CHAPTER 3 : MY FRIENDS

In this chapter , I will talk about my friends , many people I see come and leave , people that said to me “You and I will be friends forever” and they go one year or months after our friendship started , maybe they go because they get tired of my attitude or that kind of things , I have to say this things because I will not talk about all of the people that I've met in my life in previous years , I'll talk about the people that I have in my life right now.

First of , I will talk about my friend, my brother , my right hand in music , Jhon Jairo Marin Barrero aka JJ , I know him since I was three years old , he lives next to my house , he was born in El Espinal , Tolima in July 5 , 1995 , his family moved to Bogota when he was 2 years old , his father stays in El Espinal , while JJ moved with his mother , his uncle , his cousin and his grand-mother.

They are poor or well let's not say that way , let's say that the family is not economically stable , JJ is one of the persons that inspired me every single day because he's that type of

person that never give up despite the difficulties , his mother suffers from mental retardation , his grand mother suffers from pain in his legs so his uncle and him have to supported to the house needs.

Since the day that we met , he's been always for me , supporting me though my problems with my parents , my addiction to drugs and my music , I really love him so much that if anything happens to him , I don't know what to do , one of my biggest fears is losing him , because he's my brother from other mother , you know?.

In this moment , he will have a baby (My nephew) jaja , I'm very proud of him but I'm very aware of that , because raise a child with only 19 years is very difficult , I think but I will support him in every way I could and he knows that , I love you brother I always haved , I do and I will.

In this page I will talk about my other friend Nicolas Lizarazo , I met many people in life , believe me , but no one is like him , in terms of friendship is like very supporting , funny as shi\* and we like the same music.

He was born in April 5 , 1997 in Bogota , the reason that we met was because of some cap that he had of the Wu-Tang Clan , I don't remember much of that moment but I remember it was for that.

Since that moment we start to talk and we discover that we have the same musical taste , and that supirse me a little bit , because in this school it's not easy for me , discover people with the same musical tastes as mine.

He has always been very real with me , either emotionally or mentally , he knows everything about me , I don't hide anything to him , because I can't and if I could , I'll not do it , he was the only person that been always with me throughout my problems with my family and all that.

But not everything is laughs and happiness like I said , we fight and all that , that happens in a real friendship , you know what I mean? , we have a one year friendship , maybe you say that is very little the time that we have but in that time , we pass for highs and lows but we always stays with me no matter what happens , I love him very much and hopefully God guide us to maintain our friendship to the death , I know it will be hard but we will surpass everything.

This people are very important to me because they had a very impactful in my life , these are the only real people that I can trust like I said previously , many people haved come and go but these two people stays no matter what , and I very thankful to God for these two people , God knows what is next to us , maybe will be hard times or good times , the important things is that I will have them to supporting me in everything I do , Love you guys.

#### CHAPTER 4 : MY SCHOOL

Like continued with the essence with the Project , I will talk about my school but from the time that I entered the school , I will not talk about the history of the school and all because like a said I want to keep the essence of the project keep it all personal.

I entered this school called Diego Luis Cordoba in 2000 , I studied kindergarden in that time the school was little and rarely I was called “the rude kid” or something like that because the

teacher who taught us in that grade think that I was the kid that arruined everything in the class but I wasn't the guy , I was calm and all that.

In the next year , the school was no more Diego Luis Cordoba , the name of the school was changed to “Institucion Educativa Distrital Cultura Popular” , I was located in the headquater C , the uniform changed , and so many things changed but the structure was the same , in the following years the school made little changes like put a “café” for the students , and I studied in that “headquarter” to 2006 , I'll show you some photos of that years so you can see more or less what the school was in that years.





In 2007 , I studied sixth grade and we moved on the “headquarter” A , in Torremolinos , the place was not the exact same place that is today , we had to stay there because the other headquarter was in construction , so it was tough for us , and the school wanted to experiment to take the grades and one do it only girls , the other only men and the other women and men , and I was in the men class so it was tough for me to adapt in there but somehow I was able to survive.

In 2008 , we’re back to the inicial place , the headquarter C because the construction was completed and it looked amazing , I studied seventh grade there and the next year I had to go back to the headquarter A to complete my baccalaureate throughout 2009 and 2012 I studied from eighth grade to tenth grade , I have to retired in 2013 to medical problems but the school or the headquarter will be destroyed to create another one , so first they destroyed one side of the school and the other side will be destroyed once the year was finished

The last year , 2014 , one half of the school was constructed to the grades 10 and 11 , stays in there while the constructors finished the school and the year will past and the school was not finished so the prom of 2014 will leave without see the school finished , I’m in this prom , 2015 and we’re the first prom to use this new headquarter , so you can imagine , I start here in this school in 2000 and now is 2015 , is so much what the school is changed but the memories still remain in my head , so I aspire to see more of the school grow and when I will be a grown man , come back to the school and revive some old memories.





## CHAPTER 5 : MY NEIGHBORHOOD

I not going to talk about the history of any of that , I was doing that like more personal , I'll going to talk about that but more in personal ways like my perspective of my neighborhood , so this is what I think or what I know about my neighborhood , hope you enjoy.

I lived in Bosa located in Bogota , Colombia since 1996 , in my infancy I remember that around my home , it was like houses about to fall , very old , and the streets was in stone , not ciment , in that time the things around my house were very poor but it was like calm and quiet , I remember that my cousin and I liked to play soccer , and it not had much places to go buy , there were a mini-market , a bakery , and a drugstore , because many people think that Bosa was not a territory to invest in their stores.

We never had problems with our neighbors until 2001 when we're robbed , from that time we untrusted our neighbors , during 2002 and 2005 the streets were remodeled , for actual concrete , during that time , my friends and I play over a mountain of sand that the bricklayers laid on the principal street , my neighborhood was changing after those years it looks better and many people put their stores here.

But the insecurity in the streets is much , due to thieves and drug dealers , I have to watch these people do damage to the community and offer me drugs like cocaine and crack but I refuse that , in this time the police do surveillance in the streets but other problem that my neighborhood that people have created bars and liquor stores so the problems that happens in the weeknd and in the middle of the week is normal , but that discrease the vibe of the community and left Bosa like a bad place to live.

Don't misunderstand me , in every corner of Bogota , had problems but not with continuity , but my family and I prefer NOT DO contact with anyone so that way we avoid problems here.

so if you expect that i would speak about the history of Bosa or something like that , you're dead wrong my friend , if you see my past chapters , I talk about the subject of the chapter very personally and I like to keep it that way because it will be lost the essence of the work.

If you like this chapter , good , if you not , good too , just understand that the simple work just simply sucks and gets boring.



## CHAPTER 6 : MY DIARY'S VACATION

Moving on , in this chapter I'll tell you about my vacations in the middle of this year day by day , so let's start , shall we?

Saturday , June 20th : I wake up and last day was my mother's birthday , so my grandmother have a idea to take my mother for a lunch anywhere she wants to go , so she decided to go to Crepes & Waffles in Centro Mayor Mall , so I have to meet my parents there , so I played music very loud , I take a shower , I dressed up , and brush my teeth and I take a cab and start the road to the mall , I arrived to the mall and my parents were waiting for me , I saluted them and go inside the mall and we met with my grandfathers in the restaurant , minutes later my uncle arrived and we go inside the restaurant , we sit and they start to talk about things in the family while I was on the phone , don't misunderstood my attitude , I don't say anything about that because for me it's like wasting time , so I let to them the conversation

Sunday , June 21st : That day was Father's day and the day that Colombia played haved a football match with Peru for the America's Cup , so we can say that for the father's was two on one , the day was cold , I wake up around eight o' clock , my mother take my breakfast to my bed , the breakfast was eggs and coffee with milk , I had a lot of laziness but with effort I wake up and give a hug and a kiss in the cheek to my father , my mother decided to take my father to lunch with my grandmother and my grandfather Stella and Javier , so we take a shower and dressed up and my mother decided with my grandmother to meet in a place called Banderas , so we take a cab to go there , so we arrived to the place , we jump over the grandfathers car to go to this place called "El Consulado Paisa" , we arrived there , and we

encounter , my aunt Margarita , and his family , they all decided to go to see the soccer match in my aunt's house , we lunch there and we go to my aunt's house , we arrived there and watch the match , and see another that was Venezuela vs Brazil , and after that , we see family videos and we laugh so much , we left my aunt's house like a seven o' clock , my grandfathers take us to our home and that's the day.





My story, my life, my  
future...



## **Introduction**

- My book describes me physically as I am as a person , where I am, what I like and what I do not like, how is my relationship with my family. My relationship with my friends and what we usually do and what I do in my free time. How the English has helped me and the description of my school and the neighborhood where I live



# INDEX

- ♥ Biography
- ♥ How I see myself
- ♥ My family description
- ♥ My friends description
- ♥ Story of my school
- ♥ My neighborhood history "Santa Rita"
- ♥ My vacations
- ♥ English methodology 2015

# PREFACE

This book describes how I am since I was born , where I come from, what I like and what I do not like, the things I want to achieve and how I see myself now with my attitudes, my physical appearance, the personal things in my family and my friends.

# **BIOGRAPHY**

My name is Geraldine Ávila Pastrán I was born in Bogotá on April 14, 1998. I live with my parents and brother, I am white skin, dark hair, brown eyes, I am tall, I am Catholic, I am imposing, I am bad tempered, but I'm also kind, caring, I am picky about food, I like to travel a lot with my family and have fun.

## **How I see my self**

I look myself like a tall lady with, brown eyes and dark hair, I see myself as an imposing person that make things that I want, I see myself as someone with a strong character when I need to be, I see that I am a person who defends much her family, I also see myself as someone respectful, kind, loving and laughing, I see in a short term with a diploma.

In the medium term I see myself studying in a university while working to pay my studies or graduating.

I see myself in a long term with a very good job and stable and independent, with a family and be a great economic support for my parents and the most importantly I see myself as a good person compliance all my goals.



## **my family Description**

My family is very close and are pending each other I live with my father who is a very humble and hardworking man, my mother is a very respectable lady very dedicated to her home and her job. she is someone I admire very much, my brother is very loving he helps me a lot in the house and my dog is very rude and very spoiled.

My mother's family is respectful, help each other, for special dates are much more united, are very loving, kind and humble we like to travel a lot in family and whenever I am with them I pass a time.

My father's family is large but with few aunts, the cousins moved away since they are not living in the country, they are funny and like to celebrate any date, the entire family of my father works in the same activity.

## **My friends description**

My friends are fun, I share many times with them, when I need someone they are always there and they offer me their most sincere friendship and advice, I love spending time with them because they are very good people respectful and friendly, we like to quarrel and go to parties very often, we also like to go to parks, cinemas and walk.

With my friends I am more attached to they because I have more confidence and I can understand more, as we have our things and always great support from them.



## **My vacations**

- On my vacation I was with my brother and we went out, I was also taking care of my dog taking her to parks and playing with it. With my friends, I go out to eat or to dance and I turned with and I saw friends who I haven't seen for a long time looked and I met new people, I was caring for the baby of a friend and caring for a pregnant friend, visiting my grandfather and caring for a girl, I will also celebrated my mom's birthday.

## **Story of my school**

- The school Cultura Popular was founded fifty years ago, before, it was a female school called Liceo Femenino the popular culture located ..... , in the wake of the visit of the president of the united States John Kennedy and thanks to his contributions , the design of the school had the same structure, in one thousand nine hundred eighty the school happened to be mixed and its headquarters are located in Ciudad Montes, branch A there you can find grades six to eleven undergraduate and this venue was renovated in September two thousand and thirteen and was delivered on February eighth of two thousand fifteen Branch B is located in Santa Rita with grades kindergarten through fourth of primary Branch C is found in neighborhood Alcala the fifth grade and sixth high school and was renovated in two thousand eight and it was delivered in early two thousand and nine and is known as Luis Diego Cordoba



# **Methodology**

- The learning method used in the classroom is good, since I have improved my pronunciation, writing, and I have learned more in English vocabulary through practices such as songs, guides, corrections work, pronunciation and the teachers help for our classroom work.
- I learned in class as reflected in my book with good writing and pronunciation.

## **Neighborhood history Santa Rita**

- In two thousand and four Santa Rita neighborhood there was celebrating fifty years, in nineteen hundred Sixty-four Ospinas and company gave him the name of Santa Rita, at that time the land was uninhabited, uncomfortable and these lands belonged to an Italian who had arrived who, urbanized and bought this land. The Italian began to develop as the owned a brick factory was currently a largest center, after that, they were urbanizing were trickling services, as also were missing many things like schools, medical center, surveillance, church, chapel, etc.
- The urbanized did not want to reserve the spaces themselves decided to do it on their own by going to raffles, bazaars, reigns, etc.
- Next to the church there was the chapel, the first school was the Tairona, the church of Santa Rita was never lawfully surrendered, in the separator street may first fifty with close to round pants before there was a CAI and in nineteen hundred eighty Pablo Escobar command to bomb it there.
- There in the Church of Santa Rita open door mass celebrating a Mass to remember the people who have died or have left the neighborhood on November is held each year.



## APPENDIX I. PHOTOS GALLERY

Participants in the Research



Students preparing to make their presentations





































